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ABSTRACT

Three basic purposes underlay the project from which this report was developed. The first was to establish a profile of police education provided in American colleges and universities; the second was to identify strengths and weaknesses of current efforts in this area; and the third was to prepare substantive recommendations to facilitate the achievement of discernable and appropriate objectives of police education. The report is based on 364 out of 569 institutions that had indicated in a previous survey that they offered law enforcement education programs. Basic recommendations are made on 2- and 4-year core curricula, and on numerous other matters of significant interest to institutions of higher education engaged in criminal justice education. (Author/HS)

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POLICE EDUCATION IN AMERICAN COLLEGES AND UNIVERSITIES:

A SEARCH FOR EXCELLENCE

Esther M. Eastman
Center for State and Local Government
Kent State University
Kent, Ohio 44240

April 28, 1972

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Deep appreciation is expressed to the hundreds of persons--presidents of colleges and universities, law enforcement/criminal justice program directors and graduates of such programs, police chiefs and police command personnel--who responded so well to questionnaires. Among this group were also some who graciously cooperated in lengthy interviews. All these persons, by virtue of our agreement with them, must remain anonymous.

Unqualified praise is extended to full and part-time staff, too numerous to be accorded individual recognition, of the Center for State and Local Government, the unit of Kent State University responsible for the project, and to faculty of the Department of Criminal Justice Studies. Nonetheless, doctoral students Roger C. Brown and James A. McCain must be singled out for their diligence and effective work in research, writing, and editing.

George D. Eastman
Project Initiator

SUMMARY

Three basic purposes underlay the development of the project from which this report has been developed. The first was to establish a profile of police education provided in American colleges and universities. The second was to identify strengths and weaknesses of current efforts in this area. The third was to prepare substantive recommendations to facilitate the achievement of discernible and appropriate objectives of police education. A subsidiary objective was the treatment of college and university-based police training within the context of the purposes identified above.

Education, in this report, is treated largely in the three categories leading to associate, baccalaureate, and advanced degrees (at the master and doctoral levels). There are references, nonetheless, to educational efforts commonly accepted as less significant, such as nondegree and certificate programs.

Seventeen hundred ninety colleges and universities responded to an initial letter of inquiry to determine the degree of their involvement, if any, in law enforcement education through formal programs or related sources. Subsequently, 364 institutions of 569 queried, returned basic, detailed questionnaires about their programs. In summary, more than 3,000 questionnaires were sent to nearly 2,000 institutions. More than 2800 returned questionnaires were analyzed during development of data. Interviews were conducted on 51 institutional campuses and in 30 law enforcement agencies.

Through Q-factor analytic techniques, an analysis was made of law enforcement command and administrative personnel attitudes on education for the police. Three central factors resulted indicating three general perceptions of police education as seen by police administrators.

Basic recommendations were made on two- and four-year core curricula, and on numerous other matters of significant interest to institutions of higher education engaged in criminal justice education. The latter included, for example, proposals in faculty enrichment programs, a national criminal justice data bank, a national association of institutions with criminal justice programs, and accreditation.

Chapter I

PURPOSE AND SCOPE OF THE STUDY

Three basic purposes underlay the development of the project from which this report has been developed.[1] The first was to establish a profile of police education provided in American colleges and universities. The second was to identify strengths and weaknesses of current efforts in this area. The third was to prepare substantive recommendations to facilitate the achievement of discernible, appropriate objectives of police education. A subsidiary objective was treatment of college and university based police training within the context of the purposes identified above.

Before even preliminary work could be done in developing research designs, it was found necessary to provide broadly acceptable and relatively nonrestrictive definitions of the words education and training. Project staff agreed upon the following:

Education:	The process by which persons are matured, trained, disciplined, and conditioned to effectively plan for, react to, or resolve a wide range of societal or technological problems on the basis of rational choice and understanding of effects and alternatives.
Training:	The process by which persons are brought to an adequate level of competence, skill, and understanding to properly perform tasks expected or required of them.

Franklin M. Kreml asserts these definitions in a somewhat different way as he distinguishes between education and training: "A well-trained man is a man competent in his profession, his occupation, his job. A well-educated man is a man competent in his values, his standards, his criteria."[2]

The terms, training and education, however, are often qualified by the modifier "professional," which in turn is often used with two distinct meanings. One of these suggests that the training process, for example, is of professional quality. The other suggests that the product of the training or educational effort is a person prepared to enter a career or profession. In the context of this writing the second is the more relevant, and, unless otherwise noted, is the intended meaning.

Education, in this report, is treated largely in the three categories leading to associate, baccalaureate, and advanced degrees (at the master and doctoral levels). There are references, nonetheless, to educational efforts commonly accepted as less significant, such as nondegree and certificate programs.

Although training is accorded chapter status in this report, it is treated in a carefully circumscribed manner, and as subsidiary to the major concerns of the study. Discussion of training focuses almost entirely on present provision of training by colleges and universities and utilization of campus facilities for training purposes. One exception to these restrictions, however, is a discussion of a growing trend to award colleges credit for some types of police training.

Two problems arose early in project development. The first was an apparent inappropriateness of restricting the study scope to police education, as distinct from the more broad scope of law enforcement or criminal justice education. The second, compounded by the first, was recognition that the study proposal was so constructed as to impose an unrealistic burden of work on available project staff and resources. The first problem was resolved simply by broadening study interests to include, in a limited way, corrections education. The second was not fully resolved and, as a consequence, less than adequate attention was given to some concerns.

Impetus to proposal development arose largely from a belief that it was time to pause and reflect on the recent expansion in the police education field, a development which has occurred at a rate apparently never matched by any other newly emerging field. Primary concerns arising from this phenomenon are police education goals and the appropriateness of current efforts in relation to the goals. There is thus involved a need for data gathering, their analysis, and the formulation of recommendations designed to facilitate the matching of objectives and programs.

Chapter II of this report discusses research design and methodology. Chapter III treats the history of police education and training in America, attempting to highlight trends rather than presenting exhaustive detail, and gives special emphasis to societal changes of the past two decades which have markedly influenced citizen and government attitudes and actions affecting the police service.

Chapter IV comprises a brief discussion of campus-based training. Of special interest is the parallel growth of both education and training and a rising trend to grant educational credit for professional training. Chapter V provides the reader with reactions of law enforcement graduates to their educational experiences, as well as viewpoints of police officials toward current police educational efforts and toward graduates of police educational programs.

Chapter VI is the heart of the report and discusses the phenomenon of law enforcement education, provides a profile of educational efforts, and discusses the interactions of faculty, students, and support agencies and facilities, as well as inter-collegial relationships. Chapter VII, in considerable detail, provides a series of recommendations which, if implemented, should facilitate the attainment of educationally sound and vocationally worthwhile law enforcement educational programs.

CHAPTER I: NOTES

[1] An edited version of the project proposal constitutes Appendix A.

[2] Kreml, Franklin M., "The Role of Colleges and Universities in Police Management," The Police Yearbook, Washington, D.C.: International Association of Chiefs of Police, 1966, p. 38.

Chapter II

METHODS

The Center for State and Local Government of Kent State University commenced work on the Police Education Project in June, 1969. A letter of inquiry was sent to all state agencies counterpart to the Ohio Board of Regents to obtain preliminary information on law enforcement education programs within the fifty states. Simultaneously, an extensive investigation of existing literature related to the education and/or training of police officers was conducted by the project staff. This phase of the project is reflected in Chapter III of this report (an historical perspective), and in a selected bibliography, Appendix B.

A one-page questionnaire was prepared, approved and distributed to 1,921 colleges and universities to determine the degree of their involvement in law enforcement education through formal programs or related courses. 1,790 institutions responded to this initial query. (A copy of this questionnaire is included in Appendix C.)

In July of 1969, an advisory committee of fifteen persons, representative of the nation's police administrators, academic heads of college law enforcement programs, competent research persons and specialists in adult and higher education, met in Cleveland, Ohio, to review program content and scheduling. As a result, greater conceptual clarity and project focus was achieved.

From September to December, 1969, members of the project staff attended conferences and meetings of professional police organizations, police educators and private consultants for the purpose of drafting a comprehensive questionnaire. The questionnaire (found in Appendix C) was mailed to 569 institutions of higher education, and constitutes the core of the project staff's research effort. Returns from 364 institutions were coded by a team of trained coders for the purpose of maximizing intercoder reliability in the case of open-ended questions. Subsequently, the data were tabulated, placed on computer storage tapes, and subjected to a variety of frequency tabulations appropriate for a Burroughs 5500 Fortran routine. Faculty personnel data were accumulated through attached forms which accompanied this major questionnaire. (See Appendix C.) One hundred ninety-eight returned questionnaires from graduates of six select two- and four-year law enforcement degree programs were also helpful in tapping the opinions toward law enforcement education of former students. (This questionnaire also is included in Appendix C.)

From January to June, 1970, members of the project staff conducted in-depth personal field-interviews with the heads of 51 different college and university law enforcement programs, and 30 different law enforcement agencies. Follow-up questionnaires were distributed to more than 350 colleges and universities which failed to respond to the original query; and over 300 of the more comprehensive questionnaires were mailed to institutions of higher education which had not returned ones originally sent them.

From March to September, 1970, Q-methodology--a small group behavioral research technique--was applied in order to measure the attitudes held by law enforcement officials toward higher education (see Appendix D). One hundred fifty Q-sorts were administered, by mail or in person, to command and management level police personnel representing more than 100 police agencies in 22 states and the District of Columbia. (The Q-sort data are reported in Chapter V of this report.) While the closing of Kent State University for a lengthy time in 1970 hampered efforts to collect and analyze some data (and inevitably delayed the completion of this report), members of the project staff persisted in their efforts to acquire accurate information relative to police education.

From October to November, 1970, a final abbreviated questionnaire was mailed to the 569 colleges and universities which had received the comprehensive questionnaire. The purpose of this mailing was two-fold: (1) to receive updated information, including the fall 1970 enrollment statistics for law enforcement programs and (2) to make a final attempt to collect some data from institutions which had not responded to previous requests for information.

In summary, more than 3,900 questionnaires were sent to nearly 2,000 institutions of higher education. More than 2,800 returned questionnaires provided accurate information for in excess of 550 institutions. (Certain basic information about each respondent is presented in the Directory of Programs, Appendix E.) The involvement of 198 graduates of six law enforcement programs, nearly 200 law enforcement officials in approximately 130 different agencies, combined with 40 consultants, advisors, and project staff members, was very significant in the effort to gain an overview of police education in all fifty states.

Chapter III

HISTORICAL PERSPECTIVE

It seems appropriate to this study to consider briefly the history of law enforcement, as well as the changing concepts of qualifications its practitioners should possess. Especially with regard to the perennially controversial field of law enforcement, and the concomitant growth of police training and education, it is important that one seek the balance which comes from historical perspective. Not condoned, however, is the sort of facile history which attempts to excuse present evil by pointing to the fact that evil, like the poor, is always with us, and, indeed, was more prevalent in the past. That sort of begging the question justifies Voltaire's dictum that "history is a pack of tricks we play on the dead." A grasp of history can help gain understanding, but carries with it no compulsion to excuse. The following account is necessarily brief, and does not pretend to be comprehensive. There is, nevertheless, an endeavor to be accurate and objective.

The Early Sheriff-Constable System

The expediency of patronage was the usual criterion for the selection of law enforcement personnel until well into this century, and the only school available was that of experience. Local peacekeeping positions in the Colonies were manned by appointees loyal to the King, and provided little more than arms and legs to the Royal Government. These positions survived the Revolution, however, and local peace officers in the early Republic consisted typically of a constable, whose responsibility was the town, and a sheriff, whose domain was the county.[1] A major difference arose after the Revolution when local law officials were no longer appointed by a loosely centralized government, but generally were locally elected.[2] Requirements for holding these offices were not stringent. The tradition of local control of law enforcement agencies and personnel at that time was no doubt practicable and laudable, most would agree. Keeping the peace in the early Republic was a very local affair, sometimes involving large areas of land, but often small numbers of people, few of whom were strangers. Other attributes clearly were more important than training, if the latter were considered at all.

The tradition of local control has persisted to the present, partly due to an apparent American preference for responsible local government rather than a strong centralized one. Though one would be hard put to prove a direct cause and effect relationship, and though the concept of local control has lost its sharp earlier definition, which indeed may be changing rapidly, it is reasonable to suggest a link between the American insistence on local control of police and the fact that a national, repressive police force such as has arisen in other nations has never in the United States been more than a vague spectre.

Defects of the System

The hazards and vagaries of subjecting the position of the chief law enforcement official of a county to periodic popular election--commonly as often as every two years--should be obvious, as well as making uncertain the quality of law enforcement. In 1923, the Governor of Missouri, characterizing the system of electing sheriffs as an anachronistic failure, noted that most sheriffs "share the common desire of mankind to offend none of their constituents."[3] A special study in that state two years later concluded that the "average sheriff considers it his general duty to investigate crimes, but unless rather extraordinary circumstances surround the particular offense, he does not act."[4] A similar study in Kentucky, conducted under the auspices of a state commission, disclosed that

> Sheriffs not only fail to enforce the [prohibition] law, but make no effort to do so.... An inquiry into conditions of Ohio County, to take a random example, indicates that the sheriff is not interested in serving warrants of any kind, whether civil or criminal; that his chief interest is in collecting taxes.[5]

And familiar enough are examples of how sensitivity to the real or imagined will of the populace--or of its more powerful segments--can lead an elected law enforcement official to willfully perform illegal acts of one kind or another. The country has paid a more lasting kind of price as well: the "excessive fragmentation of the American police service into more than 40,000 jurisdictions," each of which is, "to all practical purposes, completely autonomous, and has but few external controls affecting the quality of its police personnel or its police service," has militated against uniform and professional law enforcement throughout the land.[6]

It must now be said, to keep historical perspective in balance with present circumstances, that there are today many outstanding sheriffs' offices and county police departments in the United States. One clearly worthy of note is the Sheriff's Department of Los Angeles County. Others include the Dade County (Florida) Department of Public Safety and the county police forces of Nassau and Suffolk counties in New York.

Urbanization and Growing Lawlessness

The sheriff-constable system was inadequate from the beginning in the crowded, often squalid cities spawned by growing industrialism. The "cities" were small and few by modern standards; in 1830, a year after Robert Peel's Metropolitan Police Act created the "bobbies" to combat rampant criminality in London, there were only four American urban areas with populations over 50,000.[7] Yet even then they experienced typical urban social diseases, including widespread lawlessness. Of this period one historian writes:

> New York City was alleged to be the most crime ridden in the world, with Philadelphia, Baltimore and Cincinnati not far behind.... Gangs of youthful rowdies in the larger cities...threatened to destroy the American reputation for respect for law. Before their boisterous demonstrations the crude police forces of the day were often helpless.[8]

Abraham Lincoln, speaking in what was then the small western town of Springfield, Illinois, in 1838, decried the "increasing disregard for law and order which pervades the country," and noted that

> Accounts of outrages committed by mobs form the everyday news of the times. They have pervaded the country from New England to Louisiana. They are neither peculiar to the eternal snows of the former nor the burning sands of the latter. Whatever, then, their cause may be, it is common to the whole country.

Lincoln saw the lack of adequate law enforcement as one of the worst aspects of the situation:

> ...by instances of the perpetrators of such [criminal] acts going unpunished, the lawless in spirit are encouraged to become lawless in practice. And having been used to no restraint but dread of punishment, they thus become absolutely unrestrained.
>
> ...good men...seeing their property destroyed, their families insulted, and their lives endangered, their persons injured, and seeing nothing in prospect that forbodes a change for the better, become tired of and disgusted with a Government that offers them no protection, and are not much adverse to a change in which they imagine they have nothing to lose.[9]

Early Urban Police Forces

One of the earliest responses to lawlessness in the cities was the establishing of "nightwatches" to patrol the cities from sunset to sunrise. Boston formed such a force in 1636, New York City in 1658, and Philadelphia in 1700.[10] Generally, there was no compensation for serving on the nightwatch; in some cities all able-bodied men were required to serve in rotation, in others minor offenders were allowed to serve in order to avoid more severe punishment.[11] The job became attractive only when some cities began to pay for the service, which arrangement enabled a man with enterprise and political connections to hold a full-time job during the day and to be paid for another while he slept.[12] The next step, born of necessity, was to create a paid, daytime police force to supplement the established nightwatch. Leaders in this trend were Philadelphia and Boston.

In 1845 New York City eliminated the sometimes vicious rivalry between the day and night watches by placing them both under the administrative control of a superintendent appointed by the Mayor.[13] The same sort of reorganization was effected in Chicago in 1851, in New Orleans and Cincinnati in 1852, in Baltimore and Newark in 1857, and in Providence in 1864.[14] By the turn of the century, a unified police force administered by an elected or appointed official was functioning in almost every major American city.[15]

Corruption

Corruption and unwarranted political meddling in the work of law enforcement remained major problems. As Bruce Smith wryly observes, "If the early days of our municipal police were marked by distinguished achievement, the historians of the time failed to note it."[16] He also comments that

> policing the lusty, growing cities of America was once a task which attracted chiefly the shiftless, the incompetent, and the ignorant; citizens contemplated the members of the city watch with uneasiness and distrust, while scandals reaching from the top to bottom of police establishments were of frequent occurrence.[17]

Political control, especially, consistently thwarted efforts to achieve higher levels of integrity within the police services. Smith details a few of the common abuses:

> Rotation in office enjoyed so much popular favor that police posts of both high and low degree were constantly changing hands, with political fixers determining the price and conditions of each change.... The whole police question simply churned about in the public mind and eventually became identified with the corruption and degradation of the city politics and local governments of the period.[18]

There were many early attempts to provide for a more responsible police service, and strong efforts are being made today. Unfortunately, however, many of the systems devised also insulated the police from efficient and sensible administration. Prominent among these are various civil service systems which, in many cases, perpetuate incompetence by stripping the chief administrative officer of the police of any but pro forma control over the selection and retention of police personnel. Such practices frequently devalue ambition and encourage mere "time-serving" and the result often has been--and yet is--general demoralization among police. Such conditions do not attract the best qualified men into police forces, nor do they encourage development of professional competence.

Public Attitudes

Concomitantly, the attitude of the public toward the quality of the services they received from law enforcement agencies seems to have been fatalistic. As Smith further observes:

> While police forces everywhere suffer from...handicaps, those of the United States seem to have been particularly affected. Few have escaped the direct influence of political patronage, all live within its shadow, and some are tarred from head to heels with political corruption and criminal participation. From such as these, the observer turns away in disgust, and very likely with the conviction that no police system can even remotely approach its objectives.[19]

One must add to this the notion, now diminished but yet alive, that animal strength and a sense for the simple virtues are ample qualifications for police work. The Wickersham Commission recorded the initiation into duty which one metropolitan chief of police gave each recruit as recently as 1931:

> I say to him that now he is a policeman, and I hope he will be a credit to the force. I tell him he doesn't need anybody to tell him how to enforce the law, that all he needs to do is to go out on the street and keep his eyes open. I say: "You know the Ten Commandments, don't you? Well, if you know the Ten Commandments, and you go out on your beat, and you see somebody violating one of those Ten Commandments, you can be pretty sure he is violating some law."[20]

The general public appears to have expected little more, except briefly perhaps, during the more damning scandals. Thus metropolitan police forces at the turn of the century were caught in a vicious circle of political manipulation, low prestige, small public expectations, and neither the will nor the pressure to improve.

The Beginnings of Formal Training

One way out of this morass, the possibility of formal police training (as distinct from informal and usually haphazard apprenticeship), began to suggest itself to a few concerned and progressive men, and the first small, tentative steps were taken on the two seaboards. One man in particular, August Vollmer, was a prime mover in California, and later throughout the country. In 1907, as the Marshal of Berkeley, California, he visited many police departments throughout the state, and his concern with their inefficient methods and low repute translated itself into the conviction that training programs were necessary.

In 1908, Vollmer convinced the police department of neighboring Oakland to try such a program. This initial effort was small, and much depended on the cohesive force of his personality: he taught one course, friends of his from the Oakland Police Department conducted a few courses, and more friends from the University of California taught yet others.[21] Offerings included elementary law, criminal law, sanitation laws, police methods, and first aid.[22] That a course in photography was offered, in 1908, indicates how innovative an enterprise this was.[23] Vollmer also arranged for an agent of the United States Secret Service to lecture on fingerprinting and the Bertillon method of identification (anthropometry), neither of which was widely accepted at the time.[24]

A year later, in 1909, the New York City Police Department formally instituted its Academy, which had evolved through more than ten years from its "School of Pistol Practice."[25] While the Berkeley program initially gave only in-service instruction, the New York Academy also provided training for recruits.[26] In 1954, the Academy joined operations with the Bernard M. Baruch School of Business and Public Administration of The City College of New York. The outgrowth of this cooperative venture is the John Jay College of Criminal Justice.[27]

One writer sees 1916 as the point of conceptual divergence of police training and police education, as each became separately institutionalized.[28] The New York Academy had by then become an influential model of department-sponsored training; concurrently, Vollmer's program moved to the campus of the University of California at Berkeley. At first, the Berkeley change amounted to little more than geographical relocation, but it did mark the official interest of the University in the project--an interest which would rapidly increase.

Vollmer's own vision was clear; as early as 1914, in seeking funds for his program, he had written that

> Every trade or profession demands apprenticeship or schooling, adequately to prepare a man for his work.... Effort is being made to educate our officers, who are now receiving instruction in the various subjects considered essential for the better performance of their duties.[29]

He seems here to have raised a distinction between a trade and a profession, and between apprenticeship and schooling, in order to state his preference for the latter in each case, and he pursued these twin goals of education and professionalism relentlessly.

University of California, Berkeley

With Vollmer's guidance and stimulation, the Berkeley program gained such acceptance that the University, by the action of a special committee in 1923, awarded an A.B. degree in economics with a minor in criminology to a Berkeley police officer who had followed Vollmer's program.[30] This appears to have been the first time in this nation that university police courses were recognized in an academic degree.[31] It is important to emphasize, however, that most of the early police programs connected with universities were as yet technical in nature.

University of Southern California

Vollmer moved about the country for the next few years and programs of police education sprung up everywhere he went. While Chief of Police in Los Angeles, he persuaded officials of the University of Southern California to sponsor a series of lectures for his command officers. They were begun in 1924, and, with the continuing leadership of Dean Emery E. Olson, had developed into a full academic police curriculum within the Department of Public Administration by 1928.[32] A committee of experienced practitioners in law enforcement retained considerable advisory power over the program.[33] From the beginning, police science courses were available both to in-service personnel and to persons seeking baccalaureate or graduate degrees in associated fields.[34]

University of Chicago

At the University of Chicago the next year, 1929, Vollmer taught a course entitled "Police Administration and Police Procedure" and also conducted a research seminar.[35] This program died in embryo after Vollmer accepted a position as Professor of Police Administration at Berkeley.[36] However, the experiment was significant in at least two respects: (1) it was the first conceived and established as a part of a political science department, and (2) for the first time courses in police training were part of the regular day curriculum rather than being offered only as evening courses or as summer workshops.[37]

San Jose State College

Another program in which Vollmer had a hand was that initiated at San Jose State College, San Jose, California. He and Earl Warren, then District Attorney of Alameda County, began planning in 1930 with Dr. T.W. MacQuarrie, President of San Jose State, to offer a broad and complete program in police science.[38] All three men had long been interested in the idea, but, once again, the impetus to implement it seems to have come from Vollmer.[39] The program went into operation in September, 1930, headed by George H. Brereton, a University of California graduate and former member of the Berkeley Police Department, who also taught all the courses in that first year.[40]

San Jose State was at that time a combination of the San Jose District Junior College and the San Jose State Teachers College; the two were closely linked but distinct.[41] The student in the law enforcement program matriculated into the junior college, by which, upon completing its curriculum of almost wholly technical courses, he was granted the degree of Associate of Arts.[42] By 1935 an optional program was available by which the junior college graduate could earn a baccalaureate degree by transferring to the four-year college and taking general education courses.[43] One distinct innovation in the San Jose program was the amount of field experience required of students: six hours a week, supervised by the school, for first- and second-year students, plus an additional nine hours per week with the local police department for the second-year students.[44]

Although these very early programs were small and few, the results were encouraging enough that by 1931 Vollmer had moved from hope to near certainty:

> Within a comparatively short time the old policeman, who believes that there is more law in the end of a night stick than there is in all the books in all the libraries, will disappear and in his place there will be found a man especially trained to serve the people more intelligently .... Now we are beginning to accept the educated policeman as a matter of fact. No one can prophesy the future but there can be little question in the minds of many that within a few years schools for police will be established in practically every college and university in the land.[45]

Other Early Programs

Several other university-connected programs instituted later, but before World War II, deserve mention. One is that at Michigan State University, which offered a course of studies leading to a Bachelor of Science degree in Police Administration. Begun in 1935, the program originally required five years: four years of academic work on campus followed by eighteen months of field training supervised by the Michigan State Police.[46] During the field training phase, students were paid one dollar a day, and could live in the State Police barracks if they wished. As A.F. Brandstatter points out, these latter benefits were powerful incentives in the Depression years.[47]

Another Midwestern university becoming involved in police education was Indiana University, which, although it did not formally organize a degree-granting program until 1948, was offering courses as early as 1935 that could lead to a Bachelor of Arts degree with a certificate in Police Science.[48] A later program at Indiana

University was especially noteworthy for the option it offered by which the student might, in six years, obtain a Bachelor of Arts in Police Administration, a broad liberal arts background, and a law degree. This program was discontinued because of the difficulties involved in gaining multiple accreditation; Indiana now offers a broad-based baccalaureate program in Forensic Studies, and a master's program in Police Administration.[49]

Northwestern University entered the field early, and has been concerned largely with traffic safety. The Traffic Officer's Training School became a full-time operation in 1936, under the direction of Lieutenant F.M. Kreml of the Evanston Police Department, and with financial support from both the University and the Automobile Manufacturer's Association. The School (now the Northwestern University Traffic Institute) offered two, three, and four week sessions of study and research, supplemented by field work with the Evanston Police, to personnel from a wide range of law enforcement agencies.[50]

Perhaps the Institute's most notable educational effort has been a nine-month course entitled "The Traffic Police Administrative Training Program." This program has been in continuous operation since the late 1930's, although its length was temporarily reduced to four and one-half months during World War II, and has produced nearly 1400 graduates. About 80 per cent of the Institute's operating funds is presently derived from earned income.[51]

Other universities which offered some form of police training and/or education in the prewar period were: Harvard, the

Municipal University of Wichita (now Wichita State), and Washington State College, now Washington State University (all degree programs); the Universities of Hawaii, Florida, Louisville, Texas, Wisconsin, Toledo, and Fresno State, Texas A. & M., and Pennsylvania State (all in-service training programs).[52]

Federal and State Police Agencies

Meanwhile, with the advent of the automobile and the consequent vulnerability of rural areas to urban criminals, and with the increasingly fast flight of lawbreakers across many jurisdictional boundaries, the sheriff-constable system suffered further. Out of the new situation grew new law enforcement agencies, most notably the Federal Bureau of Investigation and various state police and patrol forces; all have contributed to the increasing trend toward professionalization of American police service.

The FBI: Early Years

The Bureau of Investigation was officially formed with the acquisition of a permanent, full-time staff on June 30, 1908, and was christened the following month. (Previously, when a specific need for investigative personnel arose, the Attorney General had been able only to utilize agents of the Department of the Treasury on a temporary basis, or to hire private detectives.) The agency was re-named in 1935 with the addition of "Federal" to its title.

Similar to that of the worst municipal departments at the time, the history of the early years of the Bureau is replete with examples of unethical conduct, illegal methods, and outright political corruption.

For example, during World War I, the original Bureau allowed itself to be closely allied with the American Protective League (APL), a voluntary citizen's organization, members of which were issued badges and identifying cards bearing the words "Secret Service Division."[53] The phrase was later weakened, as a result of considerable pressure, to "Auxiliary to the Department of Justice." The APL devoted its energies to investigating "disloyalty." The results were deplorable:

> The good work which many responsible and sober citizens performed, with full regard to the law, was denied under the violations of civil rights perpetrated by the army of amateur sleuths. APL operatives made illegal arrests and searches, and in many cases they encouraged the impression that they were federal officers.[54]

The "red raids" of 1920, conducted by Attorney General A. Mitchell Palmer, were notorious. Working from the premise that revolutionary fervor and outright anarchism could not be domestic in origin, Palmer set about to have exported as many aliens as he could prove to have connections, however casual, with the Communist Party or the Communist Labor Party. Since a large portion of the recent tide of immigrants spoke little or no English, and had little understanding of the American political system, a number of those caught up in the dragnets were guilty only of a sort of ignorance which radical groups had found easy to exploit. The mass arrests were marked by numerous illegalities, often including apparently unprovoked violence on the part of the arresters. Even in the face of Congressional criticism and investigation, Palmer remained proud of his "accomplishment."[55]

The condition of the Bureau in the years of the Harding Presidency, 1920-1924, are fairly well-known, and may be concisely summarized:

> Attorney General Daugherty, supported by Bureau Chief William J. Burns, specialized in three enterprises; and in no one of them did he let himself be inhibited by the law. He made war on the "Reds"--and on those whom it pleased him and his friends to have thus catalogued--with slight regard for rules of evidence or constitutional rights. He made "deals"--conducting, for example, an illegal but highly lucrative traffic in pardons and liquor permits. And he saw to it that those who might threaten his hold on the Attorney Generalship had reason to fear him.[56]

The FBI: Reforms

With the appointment of J. Edgar Hoover as director of the FBI in 1924, many sorely needed reforms and innovations were carried out, transforming the Bureau into one of the world's prestigious agencies. Among Mr. Hoover's early steps were a requirement of law or accounting degrees among the Bureau's agents, and the creation of the National Police Academy (now, simply, the National Academy).

While the Academy was an integral part of the basic training program of FBI recruits, it also was made available for the training of local police personnel. The first 12-week session for extra-FBI personnel was held in Washington in the summer of 1935, and was attended by 23 police officers from across the country.[57] It was required, then as now, that candidates for National Academy training sessions be nominated by the chief administrative officers of their respective local agencies, and each was carefully screened by the

Bureau. From 1935 to 1970, the Academy graduated an average of 167 men per year.[58] The goal of the Academy is at once modest and admirable: "Since it is not feasible to accept and train all law enforcement officers in a 12-week course in Washington, the FBI strives for the next best thing. It endeavors to qualify every graduate as an instructor or administrator."[59] The FBI also sends agents into the field to conduct a variety of short sessions in local police departments, and often renders aid to local departments dealing with major crimes which may be in violation of federal laws.

State Agencies

The many state police and highway patrol systems had various origins, the most common of which were the needs (1) to protect the rural areas, (2) to enforce state gambling and liquor laws which local officials could not or would not enforce, and (3) to provide an enforcement arm for the state executive. Governor Penneypacker summarized the creation of the Pennsylvania State Police, which was among the earliest agencies of its kind and became a model for many others:

> In the year 1903, when I assumed the office of chief executive of the state, I found myself thereby invested with supreme executive authority. I found that no power existed to interfere with me in my duty to enforce the laws of the state, and that by the same token, no conditions could release me from my duty so to do. I then looked about me to see what instruments I possessed wherewith to accomplish this bounden obligation--what instruments on whose loyalty and obedience I could truly rely. I perceived three instruments--my private secretary, a very small man; my woman stenographer; and the janitor .... So I made the state police.[60]

There are but few general patterns of powers or methods of administration among the various state police and patrol agencies. In some states they are called the "State Police," are under the direct control of the governor, and have general law enforcement duties, including riot duty. In other states, the fears of organized labor unions in the 1930's that a general law enforcement body might function occasionally or primarily for strike-breaking--as had happened in a few instances--led to the creation of "highway patrols" with very limited powers, usually for highway traffic supervision, and often administered by a bureau or commissioner of highway safety.[61] Many of these agencies now, however, rank equally with State Police in status and competency, and their authority is gradually being broadened.

Sociological Determinants

An analysis of American society in the 1960's points to a period of national sociological ferment. Issues of race, poverty and war acted as catalysts for organized and collective protest, for which there was little to guide the activities and response of law enforcement officials.

The role assumed by local police agencies was that of attempting to maintain the credibility of the status quo in the face of growing urban frustration and, in many cases, riot conditions. This situation proved to be one for which local police officials, who were charged with containing the brunt of protest and riot activities, had little experience and virtually no direction.

From community to community, there was much ambivalence as to the type of police response appropriate for such unfamiliar circumstances, and virtually no guidelines were forthcoming from the state capitols. Clearly, the nature of the problems facing law enforcement officers was not isolated to one geographic locale, but rather, appeared to be national manifestations demanding prompt attention by some level of government.

In the absence of any systematic consideration of these important sociological issues, by state and local authorities, the federal government took the initiative through a series of national commissions appointed for this purpose, and for outlining the future involvement of law enforcement officials with respect to these issues. Among the more noteworthy commissions, the Commission on Violence in America, the President's Commission on Law Enforcement and Administration of Justice, The Commission on Pornography and the Commission on Campus Unrest, all stand as examples of federal assertiveness into problem areas largely unchallenged by state and local officials.

The net result of this federal expression of concern and direction was that states began to organize the activities of their law enforcement officials around some ideal criterion of expected police competence and training. Such operations as the California Common Peace Officer Standards and Training, and its developing counterparts in other states, exemplify this process. A further result of this initial federal involvement was the passage of the Omnibus Crime Control and Safe Streets Act of 1965 which authorized the federal allocation of funds for the purpose of improving the response to criminal matters confronting the nation.

It is not by accident that since 1965, the increasing levels of federal concern have been matched by the increasing levels of federal funding with respect to planning, action and academic grants. The Law Enforcement Assistance Administration has been charged with the mission of providing a united strategy for crime control in the United States. A recent development in the expansion of this mission has been the appointment of a Commission of Goals and Standards which will ultimately attempt to standardize the levels of proficiency for policemen in the United States. Of direct importance for our purposes, however, is the development of academic programs in police education over the past years.

Trends of Academic Involvement

The end of World War II marks the beginning of the explosion in police education. Many men in the military service (G.I.'s) had served in military police units, and generous veterans' benefits for education encouraged them to seek careers in civilian law enforcement. The influx of a number of these men into universities helped establish and expand police education programs, as universities responded to the felt need. Others of these men entered police agencies directly, and brought with them a consciousness of discipline and training which contributed to the growing awareness of the need to improve police services. This awareness was partially translated in turn into a growing receptivity to the notion of education as one of the keys to professionalization.

Equally important was the proliferation of two-year junior colleges with a marked orientation toward meeting the needs, often for vocational training, of local or regional communities. A community college system first developed in California in the early part of this century, and community or junior colleges are now growing rapidly in numbers and in importance to higher education.

In 1963, Albert Z. Gammage identified 49 two-year institutions in the United States which offered degrees or certificates in law enforcement, some of them providing several specialized areas of study, with a total of sixty programs.[62] Junior colleges are still coming to birth almost daily, and new and established ones alike are adding law enforcement programs for a variety of reasons. By 1967 there were 152 two-year programs being offered.[63] The present study has disclosed 214 two-year programs available as of 1970.[64] Almost without exception, these programs are being offered by community or junior colleges.

The number of baccalaureate programs has grown almost as rapidly, having nearly doubled in the years 1963-1968.[65] A number of these apparently have been created to accommodate the many two-year graduates who wish to transfer into four-year programs.[66] In addition, postgraduate programs numbered 13 at the masters level and 5 at the doctoral level in 1968.[67] The present study reveals those numbers to have increased to 22 and 6, respectively by the end of 1970.[68] Finally, an analysis of 1971 LEEP applications showed that 608 of the applying institutions offer degree programs in the areas of law enforcement, police science or police administration.[69]

State Standards for Police

In recent years, universities and junior colleges have become increasingly involved in essentially non-academic training for police. This tendency would seem a natural result of the local orientation of junior colleges, and in some states it has been greatly encouraged by the establishment of statewide training standards for local police. Both New York and California set such standards in 1959. In the former state, minimum training standards are determined by the Municipal Police Training Council; in the latter state the standards are set by the Commission on Peace Officer Standards and Training. The standards in California are not mandatory, but their adoption is made extremely attractive through grants-in-aid awarded for compliance by local agencies; 98 per cent of the state's population is now served by cooperating jurisdictions. By 1970, thirty-one other states had implemented somewhat similar systems, almost all, however, without provision for grants-in-aid.[70] In many instances, local police departments do not have adequate training facilities, and have welcomed the aid of community colleges.

Southern Police Institute

One outstanding model for this sort of university and college involvement in police training has been the Southern Police Institute of the University of Louisville. Begun in 1951, the institute has become nationally recognized for its in-service training in all aspects of police work. Successful completion of a twelve-week course, offered twice a year, qualifies the student for a Certificate in Police Science and Administration, and shorter seminars on topics of current importance in law enforcement are offered several times a year. Although the institute focuses on regional service, its students come from all parts of the country.[71] Similar efforts, though on a smaller scale and currently less prestigious, are being made by some smaller universities and junior colleges to assist the police with their immediate, practical needs.

Summary

The rapidly growing involvement of American colleges and universities in law enforcement is partly due to the general boom in education of the last decade and a half; it is also partly due to public concern through the 1960's over widely publicized civil disorders and the inexorably rising crime rate. As suggested earlier, the recent availability of substantial federal funds also has had much to do with the accelerated rate at which new programs in law enforcement are being initiated.

The etiology of the movement to widespread formal education for the police service is complex and important; perhaps it is most important, however, simply to stress that the movement is here.

A decade ago, one could have argued that police training had moved so rapidly that it merited a brief interlude while improved pedagogical techniques could be developed. This brief interlude has not been taken, and the development of police training and education has been in a large measure chaotic. While academicians involved in the field have great faith in the benefits conferred by both technical and liberal education, it is imperative that faith be supplemented not only by knowledge of what has been, but also by a clear understanding of what the police service wishes the future to be.

CHAPTER III: NOTES

[1] U.S. President's Commission on Law Enforcement and Administration of Justice, *Task Force Report: The Police* (Government Printing Office, 1967), p. 5.

[2] *Ibid*.

[3] Governor Hyde, *Biennial Message to the 52nd General Assembly*, 1923; quoted by Bruce Smith, *Police Systems in the United States*, 2nd rev. ed. (New York: Harper, 1960), p. 76.

[4] *Ibid*.

[5] Efficiency Commission of Kentucky, *The Government of Kentucky* (1924), V.I., p. 575, as quoted by Bruce Smith, *The State Police: Organization and Administration* (New York: Macmillan, 1925), pp. 17-18.

[6] *Police Education and Training in Ohio: A Report to the Ohio Board of Regents* (Kent, Ohio: Institute of Government Research and Service, Kent State University, 1968), pp. 9-10.

[7] U.S. Census of Population: 1950 Vol. II, *Characteristics of the Population*, Part I, United States Summary, Table 5b.

[8] Arthur Charles Cole, *The Irrepressible Conflict, 1859-1865* (New York: Macmillan, 1934), pp. 154-155, as quoted by *Task Force Report*, p. 5.

[9] *The National Sheriff*, Jan., 1968, pp. 8-9.

[10] A.C. Germann, Frank D. Day, and Robert R.J. Gallati, *Introduction to Law Enforcement* (Springfield, Ill.: Charles C Thomas, 1962), p. 56.

[11] Germann, *Introduction*, p. 57.

[12] *Ibid*.

[13] *Task Force Report*, p. 5.

[14] Germann, *Introduction*, p. 57.

[15] *Task Force Report*, p. 5.

[16] Smith, *Police Systems*, p. 104.

[17] Smith, *Police Systems*, pp. 104-5.

[18] Smith, *Police Systems*, pp. 105-6.

[19] Smith, *Police Systems*, pp. 2-3.

[20] Quoted by Charles B. Saunders, Jr., *Upgrading the American Police: Education and Training for Better Law Enforcement* (Washington: Brookings Institution, 1970), p. 117.

[21] Albert Z. Gammage, *Police Training in the United States* (Springfield, Ill.: Charles C Thomas, 1963), p. 6.

[22] *Ibid.*

[23] *Ibid.*

[24] Edward Ainslie Farris, *The Role of the Junior College in Police Education in California* (unpub. master's thesis, University of California, Berkeley, 1965), p. 49.

[25] Gammage, *Training*, p. 7.

[26] *Ibid.*

[27] See Samuel F. Thomas, "The Baruch School's Experience," *The Police Yearbook: 1963* (Washington: International Association of Chiefs of Police, 1963), pp. 166-67.

[28] Farris, p. 57.

[29] *Ibid.*

[30] Gammage, *Training*, p. 63.

[31] *Ibid.*

[32] Farris, p. 83.

[33] Farris, pp. 83-4.

[34] Farris, p. 84.

[35] A.F. Brandstatter, "History of Police Education in the United States," *Police Science Degree Programs: Report of the Conference on Development of Degree Programs in Police Science* (Washington: Office of Law Enforcement Assistance, U.S. Department of Justice, 1967), p. 12.

[36] Ibid.

[37] Gammage, Training, p. 64.

[38] Farris, pp. 85-86.

[39] Farris, p. 86. But Gammage, Training, p. 64, gives primary credit to MacQuarrie.

[40] Gammage, Training, p. 64.

[41] Ibid.

[42] Farris, p. 86.

[43] Ibid.

[44] Gammage, Training, pp. 65-66.

[45] August Vollmer, "Police Education," Journal of Criminal Law and Criminology, Vol. 22 (May, 1931), pp. 7-8.

[46] Brandstatter, p. 13.

[47] Brandstatter, p. 14.

[48] Gammage, Training, p. 29.

[49] Telephone interview with Hillard J. Trubitt, Associate Professor of Forensic Studies, Indiana University, Nov. 2, 1970.

[50] Journal of Criminal Law and Criminology, Vol. 27 (May, 1936), pp. 116-17.

[51] Telephone interview with Walter Boles of the Northwestern University Traffic Institute, Nov. 3, 1970. Many colleges and universities now grant up to 30 semester hours of credit for successful completion of the Institute's nine-month program.

[52] Gammage, Training, p. 72.

[53] Harry and Bonaro Overstreet, The FBI in Our Open Society (New York: Norton, 1969), p. 36.

[54] Don Whitehead, The FBI Story (New York: Random House, 1956), pp. 35-36.

[55] Overstreet, pp. 40-46.

[56] Overstreet, p. 46.

[57] "Change Through Training," FBI Law Enforcement Bulletin, July, 1970, p. 2.

[58] "Change Through Training," p. 25.

[59] "Change Through Training," p. 3. Efforts are underway to gain academic accreditation for certain phases of the Academy program. See "Professional Training, A Vital Need," Justice, I, 1, 8.

[60] Quoted by Smith, State Police, p. 36.

[61] The Biennial Report: 1920-21 of the Pennsylvania State Police, as cited by Smith, State Police, p. 55, shows that in 1906, the year following its creation, that force spent 24.59 per cent of its man-hours on strike duty. It quickly gained a reputation--neither clearly deserved nor undeserved--for excessively violent practices.

[62] Training, p. 94.

[63] Police Science Programs (Washington: International Association of Chiefs of Police, August, 1967.)

[64] See pp. 39-44.

[65] Gammage, Training, p. 105, noted 25 four-year programs in general law enforcement in 1963; the IACP Law Enforcement Education Directory of 1968-69 identified 44 such programs.

[66] Saunders, p. 98.

[67] IACP Directory.

[68] See Chapter VI.

[69] Law Enforcement Assistance Administration, LEAA: 1970 (Washington, D.C.: U.S. Government Printing Office, 1970), p. 54.

[70] For a detailed tabulation, see John J. Thomas, "The State of the Art: 1970," Police Chief, Vol. XXXVII, No. 8 (Aug., 1970), pp. 63-67.

[71] Gammage, Training, pp. 30-31. In 1969, the University of Louisville inaugurated a School of Police Administration, of which the Southern Police Institute became a part. The Institute still concentrates on in-service training, while the School offers a baccalaureate degree.

Chapter IV

CAMPUS-BASED POLICE TRAINING

The major focus of the study from which this report has been prepared is police education now provided, or which will be provided, by American colleges and universities. Thus, police training is clearly of secondary concern, and the concern is largely limited to training for police personnel which is provided directly by, or in the facilities of, colleges and universities.

For purposes of this report, training was earlier defined as:

> the process by which persons are brought to an adequate level of competence, skill, and understanding to properly perform tasks expected or required of them.[1]

Training is generally designed to prepare a man for satisfactory performance of tasks which are often, though not exclusively, repetitive in nature. While such satisfactory performance in police duties rarely, if ever, depends solely upon mechanical execution of a previously learned set of actions, a certain standardization of procedure is essential at every level of the police activity. For this reason, many colleges and universities believe police training to be as least as important as police education.

Of 278 respondent institutions, 38.5 per cent, or 107, report that they are providing police training either through the law enforcement program or an adjunct unit such as an institute of government or a program of continuing education. See Table 1.

Table 1.

NUMBER OF INSTITUTIONS
PROVIDING POLICE TRAINING

Yes	No
38.5% (107)	61.5% (171)

N=278

Institutions which offer training through law enforcement programs have programs which vary from a modest two years without provision of a degree (usually, however, providing certificates) to baccalaureate as well as advanced degrees. See Table 2.

Table 2.

INSTITUTIONS BY PROGRAM LENGTH
WHICH OFFER TRAINING

2 yr. Non degree	2 yr. Degree	4 yr. Degree	Post Grad.	2 & 4 Year	Under-grad.	Other
4.7% (5)	67.3% (72)	13.1% (14)	0.9% (1)	4.7% (5)	7.5% (8)	1.8% (2)

N=107

A greater portion of all training is provided by law enforcement programs than by other units of the institutions, although each provides instruction in many areas of need. See Table 3.

Table 3.

TRAINING PROVIDED BY 107 RESPONDENT INSTITUTIONS OF HIGHER EDUCATION

Kind of Training	Law Enforcement Programs		Other Institutional Units	
	A	B	A	B
a. Recruit or basic training courses	45	42.1	18	16.8
b. In-service refresher courses (patrolman level)	50	46.7	17	15.8
c. In-service technical courses, e.g., photography, chemical analysis, etc.	45	42.1	16	15.0
d. Supervisory courses	64	59.8	22	20.6
e. Command and administrative courses	46	43.0	19	17.8
f. Sociologically oriented courses, e.g., community relations	69	64.5	25	23.4
g. A certificate program which meets basic credit training necessary for law enforcement officers of the area	39	36.4	13	12.1
h. A program certified to provide the basic credit training necessary for law enforcement officers of the area	48	44.9	15	14.0
i. Training in law enforcement that constitutes a major portion of the total law enforcement training in the area	49	45.8	15	14.0
j. Some training courses that are accepted by the state in lieu of training academy courses	48	44.9	10	9.3

Legend: A - Number of institutions B - Percentage of 107

Of the 107 respondent institutions, 82, or 76.7 per cent, are two-year programs and they are classified by degree offered in Table 4. Table 7 identifies types of training offered by the same institutions.

Table 4

TRAINING BY TWO-YEAR PROGRAMS
IDENTIFIED BY DEGREE TITLES

A.A.	A.S.	A.A.S.	A.A.T.	A.A. & A.S.	Other Combinations
40.2%	25.6%	25.6%	1.2%	6.1%	1.2%
(33)	(21)	(21)	(1)	(5)	(1)

N=82

Note: Some of these institutions may offer a combination of degrees

Legend: A.A. - Associate of Arts
A.S. - Associate of Science
A.A.S. - Associate of Arts & Science
A.A.T. - Associate of Applied Technology

The 27 respondent four-year institutions offer training generally in the same areas as the two-year institutions and are classified in Table 5 by degree titles. Table 6 identifies types of training offered by the same institutions.

Table 5

TRAINING BY FOUR-YEAR PROGRAMS
IDENTIFIED BY DEGREE TITLES

B.A.	B.S.	B.A. & B.S.	A.B.
22.2%	63.0%	11.1%	3.7%
(6)	(17)	(3)	(1)

Legend: B.A. - Bachelor of Arts
B.S. - Bachelor of Science
A.B. - Bachelor of Arts

N=27

Note: Some of the institutions listed may offer two-year and graduate degrees.

Table 6.

TYPES OF TRAINING OFFERED BY FOUR-YEAR PROGRAMS

a.	Recruit or basic training courses	14.8% (4)
b.	In-service refresher courses (patrolman level)	14.8% (4)
c.	In-service technical courses, e.g., photography	14.8% (4)
d.	Supervisory courses	29.6% (8)
e.	Command and administrative courses	33.3% (9)
f.	Sociologically oriented courses, e.g., community relations	37.0% (10)
g.	A certificate program which meets basic credit training necessary for law enforcement officers of the area	18.5% (5)
h.	A program certified to provide the basic credit training necessary for law enforcement officers of the area	14.8% (4)
i.	Training in law enforcement that constitutes a major portion of the total law enforcement training in the area	25.9% (7)
j.	Some training courses that are accepted by the state in lieu of training academy courses	14.8% (4)

N=27 (4 Yr.) Institutions

Note: Some of the institutions listed may offer two-year and graduate degrees.

Table 7.

TYPES OF TRAINING OFFERED BY TWO-YEAR DEGREE PROGRAMS IDENTIFIED BY DEGREE TITLE

	A.A.	A.S.	A.A.S.	Total by Type Offered
a. Recruit or basic training courses	22.0% (18)	13.4% (11)	7.3% (6)	42.7% (35)
b. In-service refresher courses (patrolman level)	24.4% (20)	14.6% (12)	6.1% (5)	45.1% (37)
c. In-service technical courses, e.g., photography, chemical analysis, etc.	18.3% (15)	17.1% (13)	6.1% (5)	39.0% (32)
d. Supervisory courses	26.8% (22)	14.6% (12)	13.4% (11)	54.9% (45)
e. Command and administrative courses	14.6% (12)	12.2% (10)	8.5% (7)	35.4% (29)
f. Sociologically oriented courses, e.g., community relations	30.5% (25)	14.6% (12)	11.0% (9)	56.1% (46)
g. A certificate program which meets basic credit training necessary for law enforcement officers of the area	18.3% (15)	8.5% (7)	4.9% (4)	31.7% (26)
h. A program certified to provide the basic credit training necessary for law enforcement officers of the area	24.4% (20)	13.4% (11)	6.1% (5)	43.9% (36)
i. Training in law enforcement that constitutes a major portion of the total law enforcement training in the area	19.5% (16)	14.6% (12)	7.3% (6)	41.5% (34)
j. Some training courses that are accepted by the state in lieu of training academy courses	22.0% (18)	14.6% (12)	7.3% (6)	43.9% (36)

Note 1: Column headed A.A.S. includes institutions separately listed A.A.T., A.A. and A.S., and other combinations in Table 4 above.

Note 2: Percentages shown are of numbers shown in relation to 82.

Note 3: Some institutions listed may offer 4-year and graduate degrees.

Training is also provided by nine respondent graduate programs as shown in Table 8.

Table 8.

TRAINING BY GRADUATE DEGREE INSTITUTIONS BY DEGREE OFFERED

M.A.	M.S.	M.P.A.
22.2% (2)	66.7% (6)	11.1% (1)

N=9

Note: Graduate program institutions also may offer 2- and/or 4-year degrees.

During the 1968-1969 school year, of the 68 respondent institutions (63.6 per cent of the 107 identified in earlier tables), six programs reported only one training course while 16 offered eight or more. See Table 9.

Table 9.

NUMBER OF TRAINING COURSES OFFERED BY LAW ENFORCEMENT PROGRAMS

Number of Programs	Per Cent of Programs (N=107)	Number of Separate Courses Offered
6	5.6%	1
10	9.3%	2
14	13.1%	3
12	11.2%	4
5	4.7%	5
4	3.8%	6
1	0.9%	7
16	15.0%	8 or more
39	36.4%	No answer
107	100%	

Forty-two of the programs offered from one to four training courses, while 26 offered from five to more than eight. Seventy-three of the respondents detailed the number of hours of training classroom instruction; one provided fewer than eight hours whereas 36 provided 161 or more hours. See Table 10.

Table 10.

CLASSROOM TRAINING HOURS PROVIDED
BY SEVENTY-THREE PROGRAMS
DURING THE 1968-1969 SCHOOL YEAR

Number of Programs	Per Cent of Programs (N=107)	Number of Classroom Hours Provided
6	5.6%	8 hours or less
2	1.9%	9-24 hours
7	6.5%	25-40 hours
8	7.5%	41-80 hours
6	5.6%	81-120 hours
8	7.5%	121-160 hours
36	33.6%	161 hours or more
34	31.8%	No answer
107	100%	

The 73 programs referred to above (plus two others not appropriate for inclusion above) are reported by degree title in Table 11.

Table 11.

APPROXIMATE NUMBER OF CLASSROOM HOURS OF TRAINING PROVIDED BY 75 TWO-YEAR INSTITUTIONS BY DEGREE TYPE

Number of Hours Provided for Training	A.A.	A.S.	A.A.S.	Total
8 or less	2.7% (2)	2.7% (2)	0% (0)	5.3% (4)
9-24	1.3% (1)	0% (0)	1.3% (1)	2.7% (2)
25-40	0% (0)	2.7% (2)	2.7% (2)	5.3% (4)
41-80	2.7% (2)	4.0% (3)	1.3% (1)	8.0% (6)
81-120	2.7% (2)	0% (0)	0% (0)	2.7% (2)
121-160	4.0% (3)	1.3% (1)	4.0% (3)	9.3% (7)
161 or more	17.3% (13)	10.7% (8)	4.0% (3)	32.0% (24)

N=75

The number of separate training courses offered by 75 two-year programs is identified in Table 12 by title of program degree.

Table 12.

NUMBER OF SEPARATE TRAINING PROGRAMS OFFERED BY TYPE OF TWO-YEAR DEGREE PROGRAMS

Number of Separate Training Courses	A.A.	A.S.	A.A.S.	Total
1	1.3% (1)	1.3% (1)	0% (0)	2.6% (2)
2	4.0% (3)	2.6% (2)	2.6% (2)	9.3% (7)
3	8.0% (6)	1.3% (1)	0% (0)	9.3% (7)
4	8.0% (6)	4.0% (3)	4.0% (3)	16.0% (12)
5	4.0% (3)	2.6% (2)	0% (0)	6.7% (5)
6	2.6% (2)	0% (0)	1.3% (1)	4.0% (3)
7	0% (0)	1.3% (1)	0% (0)	1.3% (1)
8 or more	4.0% (3)	4.0% (3)	2.6% (2)	10.6% (8)

Note 1: Some of the programs may be associated with four-year and graduate programs.

Note 2: Seven two-year programs are excluded from the table (one A.A.T., five A.A. and A.S., and one "other combinations").

One hundred seven law enforcement programs had 40,808 enrollees in their training courses.

Eighty of the respondent institutions give academic credit for training provided by their own law enforcement programs. (See

Table 13.) Seventy-five institutions give academic credit for completion of standard, basic training at a police or other academy.

Table 13.

AMOUNT OF ACADEMIC CREDIT GIVEN BY
COLLEGES AND UNIVERSITIES
FOR THEIR OWN TRAINING PROGRAMS

Senior Credit Hours Extended	Number of Universities	% of Total (80)
1-3 hours	20	25
4-6 hours	10	12.5
7-9 hours	6	7.5
10-12 hours	10	12.5
13-15 hours	2	2.5
16-18 hours	3	3.8
19-21 hours	0	0
22 hours or more	10	12.5
No response	19	23.7
Total	80	100%

Table 14 provides data on academic credit given for completion of training courses at two-year institutions; Table 15 gives data on academic credit for academy work by type of degree program.

Table 14.

ACADEMIC CREDIT GIVEN FOR COMPLETION OF TRAINING COURSES AT 2-YEAR INSTITUTIONS BY DEGREE TYPE

Semester Hrs. Given	A.A.	A.S.	A.A.S.	Totals
1-3	7.3% (3)	7.3% (3)	14.6% (6)	29.3% (12)
4-6	4.9% (2)	4.9% (2)	0% (0)	9.7% (4)
7-9	2.4% (1)	2.4% (1)	0% (0)	4.9% (2)
10-12	4.9% (4)	2.4% (1)	0% (0)	12.2% (5)
13-15	2.4% (1)	2.4% (1)	0% (0)	4.9% (2)
16-18	0% (0)	2.4% (1)	2.4% (1)	4.9% (2)
19-21	0% (0)	0% (0)	0% (0)	0% (0)
22 or more	4.9% (2)	0% (0)	4.9% (2)	34.1% (14)

N=41

Table 15.

HOURS OF ACADEMIC CREDIT EXTENDED FOR ACADEMY DEGREE PROGRAMS BY TYPE OF DEGREE

Semester Hrs. Extended	A.A.	A.S.	A.A.S.	Totals
1-3	4.5% (1)	0% (0)	9.1% (2)	13.6% (3)
4-6	13.6% (3)	13.6% (3)	4.5% (1)	31.9% (7)
7-9	13.6% (3)	4.5% (1)	4.5% (1)	22.7% (5)
10-12	18.2% (4)	0% (0)	4.5% (1)	22.7% (5)
13-15	4.5% (1)	0% (0)	0% (0)	4.5% (1)
16-18	0% (0)	4.5% (1)	0% (0)	4.5% (1)
19-21	0% (0)	0% (0)	0% (0)	0% (0)
22 or more	0% (0)	0% (0)	0% (0)	0% (0)

N=22

Academic credit is given, as well, for completion of courses of certain training programs which serve a national clientele as shown in Table 16.

Table 16.

NUMBER OF RESPONDENT INSTITUTIONS GIVING CREDIT FOR COURSE WORK IN TRAINING PROGRAMS SERVING A NATIONWIDE CLIENTELE

Name of Training Program	Number of Institutions Giving Credit
Federal Bureau of Investigation: National Academy	43
Fort Gordon Military Police School	14
Northwestern University Traffic Institute	36
Southern Police Institute	29
Various polygraph schools	11

An additional 56 institutions, above the 107 previously noted, indicated that their facilities are available for use by agencies for training and directly offered by the institutions.

Chapter V.

PERCEPTIONS OF CRIMINAL JUSTICE EDUCATION FROM TWO PERSPECTIVES

The Essentiality of Higher Education from the Perspective of Command and Management Level Police Positions

While the police chief is an important, perhaps key decision-maker in the contemporary police world, the available literature in the police field pertinent to the chief, his role and perceptions about human behavior clearly represents an "underdeveloped area" in law enforcement research. Of particular relevance to the development of a police profession is the chief's perception of the value of higher education. Recognizing the necessity for improved quality of police personnel, the President's Commission on Law Enforcement and Administration of Justice recommended that "the ultimate aim of all police departments should be that all personnel with general enforcement power have baccalaureate degrees."[1]

Although the Commission may have been talking in ideal terms about the educational direction of the police services, it had little empirical data relative to the chief beforehand with which to judge the impact its recommendations might have as they applied to individual police departments and their administrations. If the assumption that individual police departments are shaped largely by the administrators who staff them is a correct one, then it seems worthwhile to investigate the attitudes of police managers towards the development of their profession.

Specifically, this part of the study attempts to relate command and management level police perceptions towards higher education to four important processes of police life: recruitment, promotion, special staffing assignments (i.e., planning research, training and community relations), and the quality of field service.

Frequently, police academicians, researchers, and observers lapse into the habit of referring to higher education as if it were a phenomenon perceived by all in the same manner. To a large extent terminology used in the process of communicating ideas is responsible for this, and some confusion is, perhaps, unavoidable. For example, when a speaker uses the term "higher education" he usually is using the term with reference to his perception and subjective understanding of it. The measuring of the term from the point of view of his audience, however, may vary according to subjective interpretations of the term which are conjured from the individual thoughts and experiences of those to whom he is speaking. If all police chiefs were to view higher education and its value in the same way, a diagrammatic view of their perceptions would reflect the following:

[Police Chiefs] ←-------------→ [Higher Education]

It is contended, however, that perceptions of the value of higher education will vary according to the definitions of reality offered from the subjective vantage of different police chiefs. Saunders states, for example, "There is no common agreement among police officials or educators as to what is meant by 'higher education for police,' and the resultant confusion further complicates efforts to raise professional standards or to develop new educational programs."[2] Pragmatically, the following scheme seems more useful for the purposes of these analyses:

Police Chiefs --→[Higher Education]←---Police Chiefs
(Type A) ↑ (Type C)
Police Chiefs
(Type B)

If the contention is correct, that different types of police administrators view higher education in different ways, what is needed is some form of research which will reflect the different number of ways in which the term is defined.

In the execution of this project, it was possible to check police attitudes toward many of the policy recommendations made by the President's Commission. This was particularly true with reference to the recommendations dealing with the four processes of recruitment, promotion, special-assignment staffing and the quality of police service. In this way, the research is important in the sense that while it allows the idealistic recommendations (goals) to remain, it permits the development of recommendations that have a realistic chance of implementation due to the attitudes of police administrators, thus moving the field towards the already articulated goals.

The theory proposed here is that police administrators perceive the essentiality of higher education in more than one way. For practical purposes, components of the theory can be reduced to a completely randomized design with two main effects in factorial arrangement as indicated in Table 17.[3]

Table 17.

FACTORIAL DESIGN OF POLICE EDUCATION THEORY[a]

Main Effects	Levels
A. Education	(1) 4 yr. Liberal Arts (2) 4 yr. Law Enf. (3) No referent
B. Processes	(1) Recruitment (2) Promotion (3) Staff Assignments (4) Quality of Service

[a] Three statements per combination totaling 36 statements.

There are 12 combinations (3x4) of the two main effects as illustrated in Table 18.

Table 18.

TWELVE COMBINATIONS OF THE TWO MAIN CATEGORIES

	EDUCATION		
A_1	A_2	A_3	PROCESSES
Education (College, Non-L.E.[a]) Recruitment A_1B_1	Education (College, L.E.[b]) Recruitment A_2B_1	No Educational Referent Recruitment A_3B_1	B_1
Education (College, Non-L.E.) Promotion A_1B_2	Education (College, L.E.) Promotion A_2B_2	No Educational Referent Promotion A_3B_2	B_2
Education (College, Non-L.E.) Special Staffing Assignments A_1B_3	Education (College, L.E.) Special Staffing Assignments A_2B_3	No Educational Referent Special Staffing Assignments A_3B_3	B_3
Education (College, Non-L.E.) Quality of Service A_1B_4	Education (College, L.E.) Quality of Service A_2B_4	No Educational Referent Quality of Service A_3B_4	B_4

[a] Non-L.E. denotes non-Law Enforcement major.
[b] L.E. denotes Law Enforcement major.

In the autumn of 1969, members of the Center for State and Local Government sought out and interviewed police administrators in depth. The statements of opinion by these officials, together with statements printed in police literature, provided approximately three hundred and fifty statements covering the domain of police education. Thirty-six statements were then sampled from this population to reflect the combinations illustrated in Table 18. The following are the thirty-six statements which police chiefs and command and management level police officers were asked to arrange as to their perception of the essentiality of education for policemen with the effects they represent:

1. By and large, liberal arts graduates prove to be less suitable for street service than non-college educated officers. (A1,B4)

2. A person with a four-year college background in law enforcement is better able to understand the causes of crime and cope with the problem of trying to rid the community of its influences. (A2,B4)

3. A four-year college background in law enforcement generally prepares a policeman to cope with many kinds of situations more adequately. (A2,B4)

4. A police agency must recruit personnel on the basis of their qualifications to fulfill a particularized need. (A3,B1)

5. It is difficult for an intellectually inferior officer to successfully supervise a subordinate who is more intelligent than he by virtue of a four-year liberal arts education. (A1,B2)

6. Individuals who have four-year college degrees with a major in law enforcement are generally more suitable for special staff assignments involving planning, research, training, personnel management and community relations than persons who have college degrees in other areas. (A2,B3)

7. Community relations is an important job for any police department and assignments dealing with this area should be turned over to a person with a well-rounded liberal arts education. (A1,B3)

8. Planning research in the police field should be turned over to people in the department who have a liberal arts education in community problems and needs. (A1,B3)

9. People who have four-year college degrees with a major in law enforcement have deeper insights into the demands which special staff assignments impose upon a person. (A2,B3)

10. The trained man has developed skills and attitudes needed to perform a complex task. The liberal arts educated man has developed his capacity to judge the worth, the performance, and the excellence of human action. (A1,B4)

11. Personnel must be recruited on the basis of their capacity and demonstrated ability to perform the duties and responsibilities with which they are charged. People with four-year college degrees in law enforcement are the best candidates for employment and recruiting programs should aim at attracting these people into the police service. (A2,B1)

12. If no candidate within a department is fully qualified by virtue of a college education to fill a vacancy for chief of police, this position should be opened to applicants from outside the department who do possess this qualification. (A1,B2)

13. Actually, those people who possess four-year college degrees in the law enforcement field are less desirable recruits than those who hold a general liberal arts degree. (A2,B1)

14. Efforts should be made to recruit four-year college law enforcement graduates because, in the long run, they will prove more useful to the field than those without an academic law enforcement background. (A2,B1)

15. It doesn't take a brilliant person to perform police duties. Few people lack the mental capacities to do police work. (A3,B4)

16. Persons with four-year college degrees in law enforcement should be given promotion earlier than those with other college backgrounds since they are specially prepared to deal with problems in police work and can assume more responsibility. (A2,B2)

17. Police recruiters should hire anyone who they think will do the job well. The fact that a person may have a college education has nothing to do with it. (A3,B1)

18. Jobs related to personnel management should be given to officers without particular regard for the officer's educational background. (A3,B3)

19. Any person involved with police planning, training or management should have a four-year college degree with a major in law enforcement. (A2,B3)

20. I don't care what kind of education a man has. If I could turn him into a good policeman, I would hire him. (A3,B1)

21. It should be possible for the liberal arts educated people to enter the police service at a level above that of a patrolman. (A1,B1)

22. The selection of four-year liberal arts educated people for special staff assignments in training, research, personnel management or community relations tends to limit the usefulness of the members and to restrict general police interest; tasks of command are made more difficult and other administrative problems are created. (A1,B3)

23. It doesn't take a formal education to train others how to be policemen. Training assignments should be given to the person who has the ability to train others, and who can bring a history of police experience to bear on training sessions. (A3,B3)

24. People who have four-year college degrees with a major in law enforcement should receive higher job classifications than those who have college degrees in other fields of study. (A2,B2)

25. Special staff assignments could be handled by any police officer available at the time. The rigorous training that a man receives to become an officer is enough to enable him to cope with special assignments. (A3,B3)

26. With few exceptions, the completion of four years at a college or university is a minimum requirement for top administrative and staff positions in other branches of government. No less should be demanded of administrative and supervisory personnel in our police departments. (A1,B2)

27. Four-year liberal arts graduates are likely to be deterred from the police service by the fact that they traditionally have to start at the bottom of the ladder. (A1,B1)

28. Promotions in police work should be based on one criterion: length of service. (A3,B2)

29. In police service, there is no greater teacher than experience. (A3,B4)

30. The police officer who has walked his beat as a patrolman, investigated crime as a detective, and managed the technical routine of station house activity as a lieutenant or captain, is not fitted by this experience alone to administer the complex affairs of a large police department. (A3,B2)

31. The diverse demands on the police dictate that departments recruit persons with specialized educational backgrounds in various disciplines such as lawyer, business administration experts, sociologists, communications experts and scientists. (A1,B1)

32. The quality of a policeman's work has nothing to do with his educational background. (A3,B4)

33. Sworn personnel, who, in various unpredictable situations are required to make difficult command judgments, should possess a sound knowledge of society and human behavior. This can best be attained through a liberal arts education. (A1,B4)

34. No special consideration for promotion should be given to the person who has a four-year college law enforcement degree because the promotion process is complicated and based on much more than educational experience. (A2,B2)

35. Generally speaking, those persons with four-year college law enforcement degrees perform better as policemen than those who have degrees in other disciplines. (A2,B4)

36. Promotion should be given on merit without regard for the particular type of education a man has. (A3,B2)

For the purposes of this study, the statements and the factorial design they represent are theoretical matters. The design is used to aid in the generation of what Brunswik calls a representative stimulus situation: by following the structure represented in the design, we insure situational comprehensiveness on theoretical grounds.[4] The basic datum is what the respondent does with the statements, i.e., interest thus lies in the subjects' final placement of statements along the continuum of choice. Any meanings or significances to be attributed to these behavioral discriminations come after the respondent has behaved, rather than before.

The operations are provided in the context of Q-technique, a modified ranking procedure described by Stephenson.[5]

The 36 statements were randomly numbered and typed on cards. Respondents were asked to give their reactions to each statement by arranging them on an opinion-continuum from +5 (most agree) to -5 (most disagree), with 0 (neutral, ambiguous, etc.) in the center as follows:

Score	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
Frequency[a]	3	3	3	3	4	4	4	3	3	3	3

[a] Frequency refers to the number of cards to be placed under each numbered score.

Rather than responding to each item singly, as in a questionnaire, respondents individually displayed all items along the continuum with a given number being required to be placed beneath each category; in effect the process constitutes a forced distribution of priorities.

The respondents themselves were obtained in a manner similar to the way in which statements were obtained, i.e., by design. Respondents were selected from among police command and administration personnel because of their responsibility for recruit-selection, and subsequent assignment. It was hypothesized (1) that there is a tendency for police administrators with no college experience to perceive the essentiality of education in a different manner from those who had successfully completed a two- or four-year college degree program, (2) that police administrators falling within the twenty-one to twenty-nine age group would have different perceptions from those in the thirty to thirty-nine and forty and over age groups, and (3) that the attitude of administrators would vary according to department size. For purposes of delineating these attitudes, the "size of department" concern was divided into four general groups as reflected in Table 19; the table shows various combinations into which respondents could be classified, e.g., a respondent might be 30 to 39 years old, in a small (under 30) department, and have four years of college education.

Table 19.

POLICE RESPONDENT CLASSIFICATIONS

Main Effects	Levels			
Education (College)	0 years	2 years	4 years	
Age	21-29	30-39	40 and over	
Department size	Small (under 30)	Med-Sm (30-300)	Med (300-800)	Large (over 800)

During the course of the investigation, the research staff found it impossible to locate sufficient numbers of management level police officers in the 21-29 age group, particularly in medium or large departments, who possessed the other characteristics of the design. The design was altered by dropping the 21-29 age group, thereby bringing the theory more in line with the realities of the police world. Thus a 3x2x4 matrix was generated which provided for 24 possible combinations of effects at work within the sample population. The matrix served as a guide to seek out all possible types of police administrators having the hypothesized attitudes represented here. For purposes of analysis, three administrators of each type are included, or 3 x 24 = N = 72.

Data gathering took place between June, 1970, and June, 1971. Each respondent in the study provided his ranking of the statements (from "most agree" to "most disagree") and all 72 Q-sorts were intercorrelated, providing a 72 x 72 matrix, and the correlation matrix was factor analyzed. Three principal axis factors resulted and were rotated to a position in simple structure as shown in Table 20. This means that of the 72 separate Q-sorts provided by the respondents, the statements were distributed in essentially three different ways. At this point it was possible to classify those individuals who clustered together--i.e., those who organized the statements in a similar fashion--and construct one Q-sort from a weighted average of all their separate Q-sorts. This then reduced the data to three Q-sorts, representing three different points of view about the essentiality of education from the perspective of police administrators, and these can be observed separately and comparatively for any implications that might be derived in terms of the theory offered above.

Most factor work proceeds by correlating tests across a sample of persons. Inverted factor work, of which this aspect of the project is an example, proceeds by correlating respondents across a sample of tests, where "tests" in this case are Q-statements. Correlation under these conditions indicates the extent that respondents did or did not rank the statements in essentially the same pattern, providing an indication as to how the world of police administrators is segmented relative to the phenomenon of higher education. Factors now represent clusters of like-minded persons, not clusters of traits.[6] Further, the factors in this study are inductive, such that individual membership in a factor is non-arbitrary: The first 27 respondents in Table 20 are members of Factor 1 because they organized the statements in essentially the same way. The factor array (see Table 21) is simply their 27 Q-sorts, which are already similar, averaged together. The factors then are nonarbitrary types of police administrators. An analysis of variance and the factor correlations for Factors 1-3 are included below.

Much typological work, on the other hand, is arbitrary, with respondents assigned to a type or not assigned to a type as a function of operations performed by the investigator. For example, whether a person is typed as liberal, conservative, radical or apathetic depends on the nature of his behavior relative to the arbitrary cut-off point imposed by the interviewer. In the present study, however, police administrative or command personnel classify themselves by behaving or not behaving alike as manifested in the intercorrelations based on their independent card sortings. For illustrative purposes, scatter diagrams for Factors 1-3 have been provided in Figures 1-3.

Table 20

ROTATED FACTOR MATRIX OF 72 RESPONDENTS

Respondent's #	Factor 1	Factor 2	Factor 3
1	.594	.217	.023
2	.697	.292	.062
3	.808	.089	.035
4	.696	.317	.013
5	.790	.132	.231
6	.806	.285	.026
7	.646	.027	-.146
8	.845	.063	-.074
9	.816	.175	.203
10	.618	.310	.135
11	.774	.156	.325
12	.829	-.027	.044
13	.862	-.056	.088
14	.730	.225	.080
15	.832	.190	-.160

Respondent's #	Factor 1	Factor 2	Factor 3
16	.779	.163	.137
17	.828	.098	-.043
18	.812	.215	.169
19	.684	.198	.213
20	.756	-.010	.266
21	.760	.227	-.336
22	.852	-.075	.041
23	.776	.217	.248
24	.685	.041	-.069
25	.767	.294	.197
26	.623	.245	.252
27	.818	.030	-.150
28	.104	.710	-.046
29	.206	.762	.242
30	.263	.538	.137
31	-.568	.612	.001
32	.177	.717	-.098
33	.117	.821	-.113
34	.139	.818	-.007
35	.279	.124	.847
36	.571	.100	-.594
37	.202	.069	.070
38	.015	.023	.109
39	.050	.494	.235

Respondent's #	Factor 1	Factor 2	Factor 3
40	.378	.038	.007
41	.399	.410	-.144
42	.465	.268	.485
43	.356	.543	.403
44	.486	.233	.071
45	.688	.426	-.196
46	.211	.276	-.144
47	.600	.414	.034
48	.469	.184	.233
49	.444	.001	.051
50	.115	.263	.154
51	-.047	.330	.283
52	.293	.422	.046
53	.037	.696	.032
54	.752	.188	.070
55	.269	.338	.155
56	.008	.515	.322
57	.736	.148	.387
58	.694	.436	.153
59	.402	.441	.296
60	.518	.395	.473
61	.748	.137	.362
62	.537	.074	.097
63	.409	.496	.442

Respondent's #	Factor 1	Factor 2	Factor 3
64	.600	.367	.154
65	.117	.821	-.113
66	.552	.480	.137
67	.187	.267	.038
68	.086	.584	-.074
69	.675	.432	.151
70	.436	.527	-.281
71	.722	.002	.164
72	.288	.285	.143

$P < .05$

Table 21.

FACTOR ARRAYS OF THE 36 STATEMENTS

Statement #	Factor 1	Factor 2	Factor 3
1	-2	0	-2
2	4	2	1
3	4	3	-1
4	0	-1	-1
5	1	-2	0
6	1	2	3
7	2	1	1
8	0	-1	0
9	3	2	4
10	1	-1	3
11	3	3	2
12	2	-2	-5
13	-4	-2	-3
14	4	0	5
15	-5	-5	-2
16	-1	-5	-1
17	-3	5	-4
18	-4	-3	1
19	0	-3	2
20	-2	4	-3
21	1	-4	-5
22	-1	0	5
23	-1	4	4
24	-1	-4	3
25	-4	-4	0
26	5	1	-4
27	5	5	-1
28	-5	-5	1
29	-2	1	5
30	5	4	-5
31	3	0	-3
32	-5	-1	0
33	2	-3	-4
34	-3	3	-2
35	0	1	4
36	-3	5	-2

Table 22.

VARIANCES[a]

Total Variance = 53.86126

Factor	Column Total	Per Cent of Common	Per Cent of Total
1	23.26624	43.10661	32.31422
2	9.98593	18.54010	13.86935
3	3.93740	7.31026	5.46861

[a] The residual of the total variance was distributed relatively equally among seven other possible factors, which all proved to be minor variations of the reported three factors and were dropped from this analysis since they would not have increased the explanatory power of the findings. Factor loadings >±.341 were regarded as significant. Respondents 1 through 36 were purely loaded on only one factor and were regarded as defining variables. Respondents 37 through 72 were either loaded significantly on more than one factor, or on no factor. In either case, they could not be regarded as purely defining variables for purposes of this analysis.

Table 23.

FACTOR CORRELATIONS

Factor	1	2	3
1	1.000	0.242	-0.006
2	0.242	1.000	0.073
3	-0.006	0.073	1.000

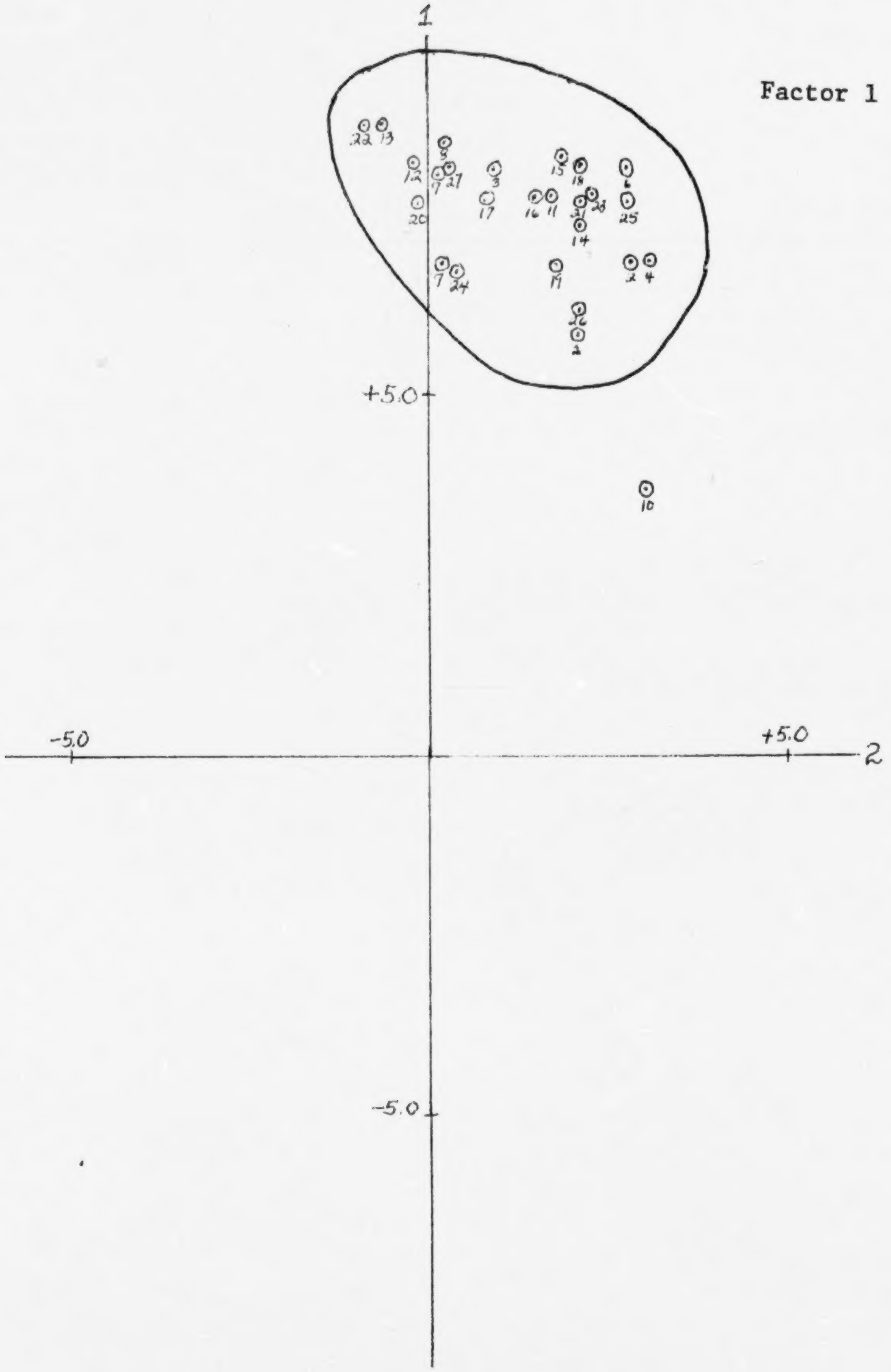

Figure 1.

Factor 1 respondents and their location in two-factor space.

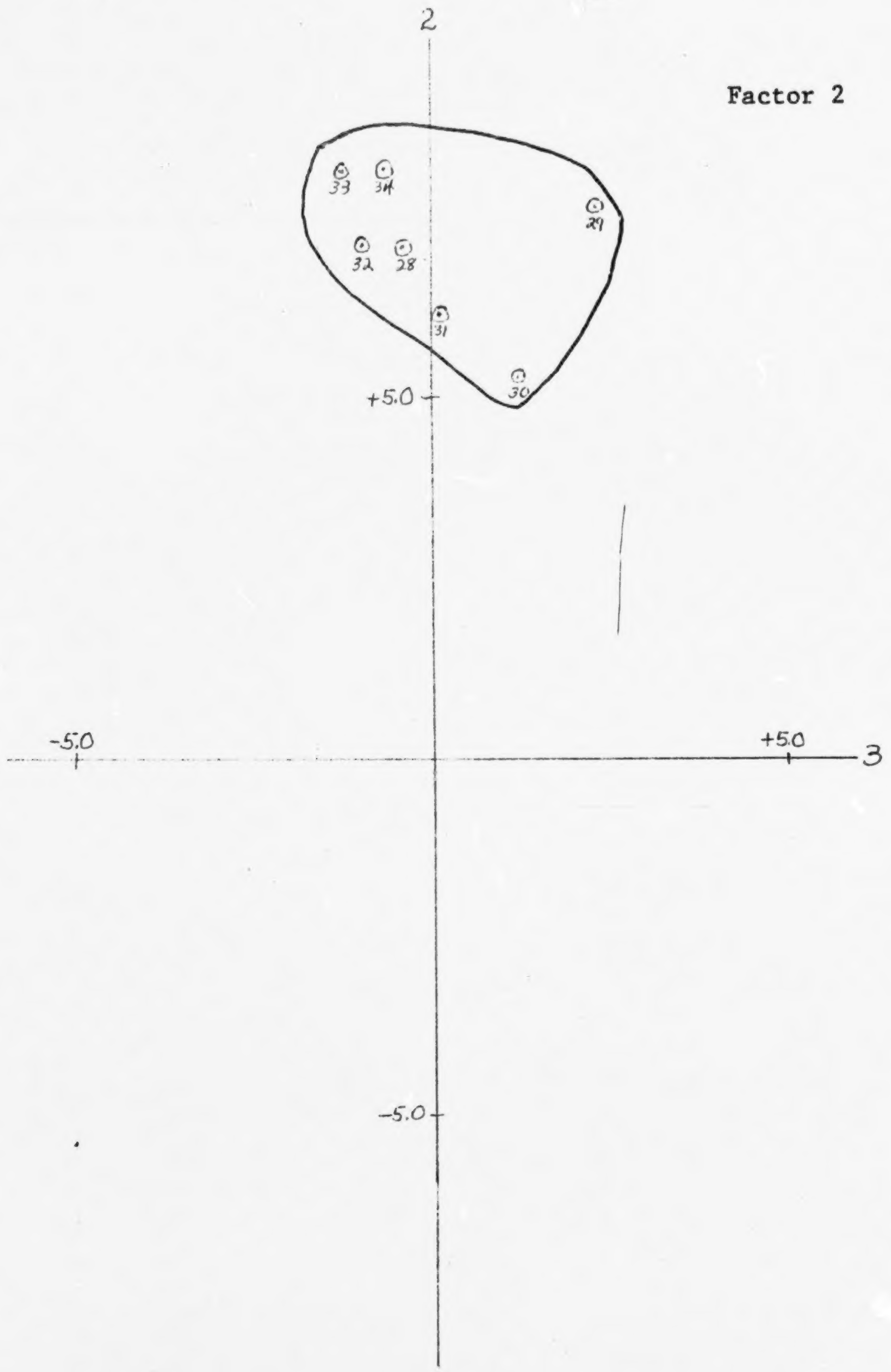

Figure 2.

Factor 2 respondents and their location in two-factor space.

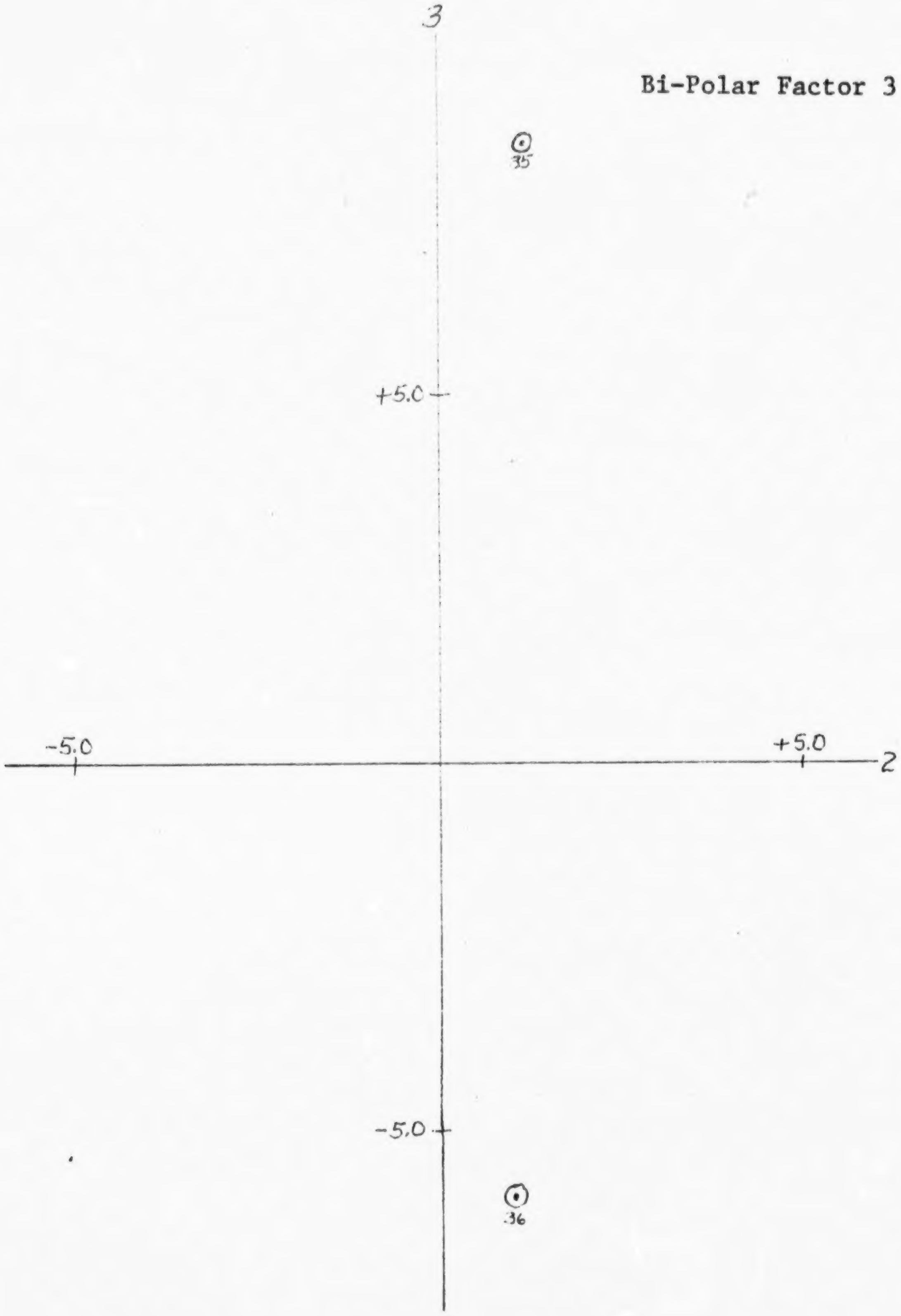

Figure 3.

Factor 3 respondents and their location in two-factor space.

The Factors and Their Interpretation

From the data obtained in the Q-sorts emerged three dominant factors or, in effect, three types of police administrators. This section of the report describes the characteristics of each factor, discusses their differences in relation to each other, points out areas of consensus common to all three, as well as reporting on implications of the findings.

Factor 1 - Law Enforcement Education Oriented. The first factor is composed of respondents 1 through 27 (see Table 20) and can be described as law enforcement education-oriented. These respondents seem to be saying that the nature of police work demands above-average qualifications, a college-educated man has such qualifications, and, all things being equal, a man with a college education and a law enforcement major is preferable to a man without these qualifications. They apparently agree with Saunders, who states, "The reasons advanced for college education for police are essentially the same as those used to justify higher education as preparation for any other career. They rest more on faith than fact."[7] This type of administrator seems committed to the belief that a formal law enforcement education is a functional necessity for the policeman of the future, as indicated by the scores given the statements which follow:

> 26. With few exceptions, the completion of four years at a college or university is a minimum requirement for top administrative and staff positions in other branches of government. No less should be demanded of administrative and supervisory personnel in our police departments. Scored at +5 (most agree).

14. Efforts should be made to recruit four-year college law enforcement graduates because, in the long run, they will prove more useful to the field than those without an academic law enforcement background. Scored at +4.

2. A person with a four-year college background is better able to understand the causes of crime and cope with the problem of trying to rid the community of its influences. Scored at +4.

3. A four-year college background in law enforcement generally prepares a policeman to cope with many kinds of situations more adequately. Scored at +4.

13. Actually, those people who possess four-year college degrees in the law enforcement field are less desirable recruits than those who hold a liberal arts degree. Scored at -4.

The salience of the education variable reflects itself with respect to attitudes about police processes. Considerations such as length of service, training, and experience do not, in themselves, provide a cutting edge for promotions and staffing assignments:

28. Promotions in police work should be based on one criterion: length of service. Scored at -5 (most disagree).

32. The quality of a policeman's work has nothing to do with his educational background. Scored at -5.

25. Special staff assignments could be handled by any police officer available at the time. The rigorous training that a man receives to become an officer is enough to enable him to cope with special assignments. Scored at -4.

18. Jobs related to personnel management should be given to officers without particular regard for the officer's educational background. Scored at -4.

> 30. The police officer who has walked his beat as a patrolman, investigated crime as a detective, and managed the technical routine of station house activity as a lieutenant or captain, is not fitted by this experience alone to administer the complex affairs of a large police department. Scored at +5.

While the law enforcement education-oriented police administrator agrees with the President's Commission that:

> 27. Four-year liberal arts graduates are likely to be deterred from the police service by the fact that they traditionally have to start at the bottom of the ladder (scored at +5),

they are relatively less convinced that the way to overcome this obstacle is by providing multiple levels of lateral entry, as the President's Commission suggested:[8]

> 21. It should be possible for the liberal arts educated people to enter the police service at a level above that of a patrolman. Scored at +1.

Finally, Factor 1 types seem fairly ego-defensive about their jobs as police officers. Some aspects of police work have frequently been referred to as routine, mundane and even boring. Yet Factor 1 type individuals reject the notion that:

> 15. It doesn't take a brilliant person to perform police duties. Few people lack the mental capabilities to do police work. Scored at -5.[9]

Factor 2 - Results Oriented. Respondents 28 through 34 are representative of a pragmatic group of police administrators. This group is more interested in the demonstrated ability of a policeman rather than his education. This attitude is clearly expressed with reference to recruitment, promotion and training:

16. Persons with four-year college degrees in law enforcement should be given promotion earlier than those with other college backgrounds since they are specially prepared to deal with problems in police work and can assume more responsibility. Scored at -5.

21. It should be possible for the liberal arts educated people to enter the police service at a level above that of a patrolman. Scored at -4.

24. People who have four-year college degrees with a major in law enforcement should receive higher job classifications than those who have college degrees in other fields of study. Scored at -4.

17. Police recruiters should hire anyone who they think will do the job well. The fact that a person may have a college education has nothing to do with it. Scored at +5.

36. Promotion should be given on merit without regard for the particular type of education a man has. Scored at +5.

20. I don't care what kind of education a man has. If I could turn him into a good policeman I would hire him. Scored at +4.

23. It doesn't take a formal education to train others how to be policemen. Training assignments should be given to the person who has the ability to train others, and who can bring a history of police experience to bear on training sessions. Scored at +4.

This pragmatic group of police administrators shares many of the attitudes of the Factor 1 group but apparently for different reasons. For example, Factor 2 individuals also reject the idea that promotions should be given on the criterion of length of service (statement 28, -5), but whereas Factor 1 types might consider law enforcement education an important variable, Factor 2 types would argue that ability and demonstrated talent are more important.

While Factor 2 types share the attitude that college graduates are likely to be deterred from police work (statement 27, +5), they would not be any more willing than Factor 1 types to alter the entry and promotion procedures of traditional police structures in order to attract college graduates. Similar to Factor 1 types, the results-oriented administrators reject the idea that officers are prepared to administer a department solely through having experience in the various functions of the department (statement 30, +4). Special staff assignments cannot be parceled out to just any policeman available at the time (statement 25, -4), but would probably remain the responsibility of the administrative staff. Finally, Factor 2 types are just as ego-defensive about the mental capacities required for police service as Factor 1 types (statement 15, -5).

In short, the results-oriented chief who administers his department sits at the apex of a meritocracy. It is likely that his closest associates have reached positions of status within the department largely through their effort, merit, skill and capabilities. They may or may not have a formal education, but they live up to the chief's ideal expectation of what a good policeman should be.

Factor 3 - Experience Oriented. The statement which distinguishes the experience-oriented administrator from his Factor 1 or 2 counterparts is the fact that he believes:

> 29. In police service, there is no greater teacher than experience.
>
> Scored at +5.

Beyond this characteristic, it seems likely that this type of administrator places high values on the maintenance of the status quo, and would opt to retain the current operating procedures of his department which probably have not changed for many years. Otherwise, Factor 3 types (respondents 35 and 36) would appear to be conceptually confused.

The experience-oriented administrator believes that officers who have four-year college degrees in law enforcement possess deeper insights with respect to staffing assignments (statement 9, +4); and he would admit that people with such degrees generally perform better as policemen when compared to other degree holders (statement 35, +4). However, the experience-oriented person is not convinced that education is important. It may well be that many administrators holding this view do not have any formal education (as is the case with respondent #35), and for this reason feel uneasy or threatened by those who have benefited from some formal education. This aspect is delineated from the experience-oriented administrator's preference for the following statements:

> 22. The selection of four-year liberal arts educated people for special staff assignments in training, research, personnel management or community relations tends to limit the usefulness of the members and to restrict general police interest; tasks of command are made more difficult and other administrative problems are created. Scored +5.
>
> 12. If no candidate within a department is fully qualified by virtue of a college education to fill a vacancy for chief of police, this position should be opened to applicants from outside of the department who do possess this qualification. Scored -5.

21. It should be possible for the liberal arts educated people to enter the police service at a level above that of patrolman. Scored at -5.

26. With few exceptions, the completion of four years at a college or university is a minimum requirement for top administrators and staff positions in other branches of government. No less should be demanded of administrative and supervisory personnel in our police departments. Scored at -4.

33. Sworn personnel who, in various unpredictable situations, are required to make difficult command judgments, should possess a sound knowledge of society and human behavior. This can best be attained through a liberal arts education. Scored at -4.

23. It doesn't take a formal education to train others how to be policemen. Training assignments should be given to the person who has the ability to train others, and who can bring a history of police experience to bear on training sessions. Scored at +4.

In a sense, it seems almost as if the experience-oriented administrator tends to idealize about the direction of the police discipline in spite of his resistance to formal education. For example, he believes that:

14. Efforts should be made to recruit four-year college law enforcement graduates because, in the long run, they will prove more useful to the field than those without an academic law enforcement background. Scored at +5.

This indicates that, while the administrator is not convinced of the value of a college education, if forced to choose between candidates with a liberal arts education and candidates with a law enforcement education, he would choose the latter. It is doubtful that too much energy would be expended in search of either type of degree holder (statement 12, -5); but the fact that a person has an education may be attractive to recruiters (statement 17, -4).

The position of the chief should not be opened to just any officer who has performed a variety of jobs in the police field (statement 30, -5), but the chief does not necessarily need a formal education either (statement 12, -5). The experience-oriented administrator would opt for the candidate who has the strongest combination of experience and ability.

Consensus. Despite the fact that police chiefs tend to segment themselves into essentially three relatively independent points of view regarding their perceptions of education and its relevance to the processes of police work, there are certain areas where consensus is to be found. Three such areas center on the functions of planning research, community relations and particularized recruitment. Salient levels of agreement or disagreement were not reflected in the chief's attitudes towards these subjects. It is inferred from these results that the chiefs regard these matters as being relatively unimportant in comparison to other topics reflected in the remaining statements.

Recruitment, as a process, seems to be limited to patrolman entry levels, according to the chiefs' frame of reference, and community relations and planning research do not appear to be areas which generate much intensity of feeling for the chiefs. This may also reflect a position that a liberal arts education is regarded as relatively unimportant (see Table 24). Consensus is also observed to exist on matters which reflect a higher degree of intensity of feeling. While specialists are viewed as rather unimportant appendages to the functions of a police department, the chiefs generally

Table 24.

CONSENSUS ON MATTERS OF LITTLE INTEREST

	Factor Scores 1	 2	 3
4. A police agency must recruit personnel on the basis of their qualifications to fulfill a particularized need.	0	-1	-1
7. Community relations is an important job for any police department, and assignments dealing with this area should be turned over to a person with a well-rounded liberal arts education.	2	1	1
8. Planning research in the police field should be turned over to people in the department who have a liberal arts education in community problems and needs.	0	-1	0

perceive people with four-year degrees in law enforcement as possessing deeper insights with regard to special staff assignments. Likewise there is general agreement that people with law enforcement degrees make the best candidates for employment, and recruitment programs should be aimed at this group. Finally, consensus centers around the belief that police service may be a "special calling," and that it takes special talents to do police work (see Table 25).

A word of caution is in order for the consensus observed above. One must be careful not to assume that just because administrators are agreeing, disagreeing or expressing indifference toward a particular phenomenon that they are doing so for the same reasons. Perceptions and attitudes are qualitatively modified

Table 25.

CONSENSUS ON MATTERS INVOLVING INTENSITY OF FEELING

	Factor Scores 1	 2	 3
9. People who have four-year college degrees with a major in law enforcement have deeper insights into the demands which special staff assignments impose upon a person.	+3	+2	+4
11. Personnel must be recruited on the basis of their capacity and demonstrated ability to perform the duties and responsibilities with which they are charged. People with four-year college degrees in law enforcement are the best candidates for employment, and recruitment programs should aim at attracting these people into the police service.	+3	+3	+2
15. It doesn't take a brilliant person to perform police duties. Few people lack the mental capacities to do police work.	-5	-5	-2

according to the independent understandings of reality as defined by each separate group. For example, Factor 1 types believe that law enforcement education is important for a person to function in the police world and this belief leads the group to assert the need for recruitment drives to focus on persons with such qualifications. Yet Factor 3 types, while not convinced of the value of a college education, would argue that if recruitment programs are to focus anywhere, they should focus on the four-year law enforcement graduates. Although the Factor 3 types may be "idealizing" about their notions of how the police field should develop, their perceptions, in this instance at least, lead them to accept the same conclusion as Factor 1 types.

There appears to be greater latitude for consensus between Factor 1 and 2 types (see their factor scores for statements 3, 18 ,25, 27, 28 and 30) than between Factors 1 and 3 (statements 1 and 14), or Factors 2 and 3 (statements 23 and 33). A "middle ground" for all types may well be represented in Factor 2 types. The emphasis upon results, ability and promotion by merit is not one likely to prove incompatible with Factor 1 or 3 types. In any event, sound policy recommendations should be based on the greatest degree of consensus. The assumption at work here is that recommendations based upon significant levels of shared perceptions have the best chance of policy implementation by the greatest number of key decision-makers in individual police departments: namely among command and management level police administrators.

What has been illustrated thus far is that police administrators do not perceive the essentiality of higher education along a unidimensional plane and that the perceptions of these personnel can be organized in at least three distinct ways. This finding has been documented in factor-analytic terms. No claim, of course, can be made on the basis of a study like this regarding the percentage of this or that factor type, but the inclusion of another group of respondents, even 1000 in number, would do little more than fill the factor space and, perhaps, add another distinct factor or two.

However, additional factors would in no way detract from the ones discovered in this analysis. This study was designed to illustrate the different ways in which the police administrator audience was segmented, and this can be done without recourse to large numbers of cases.

The scope of this research was limited in two respects. First, there was an interest in determining how police administrators perceived the essentiality of education, specifically a four-year education at a college or university (consideration of junior college two-year degree programs and training academies were beyond the scope of the research). The non-inclusion of two-year degree programs in the study design suggests an additional area of research study. However, it is the opinion of the research staff, supported by extensive field interviews, that the addition of a two-year level in the factorial design would not add to or materially alter the three basic administrative perspectives of the essentiality of education. Second, respondents were selected from municipal police departments. There is reason to believe on the basis of extensive field observations, however, that the inclusion of respondents representing state police and highway patrols, and other state and local agencies would not radically alter the findings but, rather, would serve to substantiate them; there is reason to believe, conversely, that inclusion of respondents from county sheriff's departments would produce a different pattern.

The study provided an opportunity to gather data important to the evaluation of past recommendations made by others and to gauge, on the basis of these data, the chances for their implementation. The President's Commission argued that: "Police candidates must be sought in the colleges, and especially among liberal arts and social science students."[10] On the basis of our data, there is no reason to believe that police administrators would be inclined to recruit liberal arts and social science students whom they would consider less desirable to law enforcement graduates. All three types of police administrators would concur with the Commission that: "College graduates are likely to be deterred from a police career by the fact that it traditionally and almost universally starts at the bottom."[11] Yet, almost every administrator would reject the Commission's recommendation "...to allow police candidates to enter departments at levels of qualification, competence, responsibility and pay."[12] This seems like an almost irreconcilable problem.

In order for a scheme allowing for multiple lateral-entry to work, traditional police structures must be changed. In order for traditional police structures to be changed, the cooperation of supervisory personnel is required. Without this cooperation, (1) college graduates predictably will continue to be deterred from police service, (2) traditional police structures will be maintained and reinforced by supervisory personnel who are either unable or unwilling to change them and, perhaps most unfortunately, (3) as a result of not being able to compete for college educated persons, the quality of police service will decline. For the foreseeable future, and if this trend continues, the continuation of traditional structures will move the police world further away from the ever-changing and dynamic society of which it is a part and in which there is a continually rising educational level of the general American population. There exists some evidence suggesting that some law enforcement agencies are maintaining a world of values which is seemingly out of step with the rest of society. The data tends to suggest that such a perception is not likely to be altered without some form of change in the law enforcement world or change in public perception of the police role.

The data reflects the fact that police supervisors essentially agree with the Commission's declaration that police departments should recruit more actively on college campuses (see factor scores for statement 11).[13] But without the ability to compete with other professions in terms of role satisfaction and pay that can be offered to college graduates, it seems unlikely that recruitment drives on college campuses will greatly exceed present success levels. In a survey of 270 police educators who were requested to rank-order the reasons why graduates did not enter law enforcement, the most mentioned response was low pay scales while the next was low social status. Furthermore, it is one thing for police administrators to believe that recruitment programs should aim at attracting college graduates into existing police structures, but quite another to expend the necessary effort to organize and co-ordinate relevant recruitment drives.

A further Commission recommendation that "police departments should take immediate steps to establish a minimum requirement of a baccalaureate degree for all supervisory and executive positions"[14] met with mixed reactions from the respondents (see Table 26).

Table 26.

THE BACCALAUREATE REQUIREMENT
FOR POLICE SELECTION

	Factor Scores 1	2	3
26. With few exceptions, the completion of four years at a college or university is a minimum requirement for top administrative and staff positions in other branches of government. No less should be demanded of administrative and supervisory personnel in our police departments.	+5	+1	-4

A further Commission assertion that "the long-range objective for high-ranking officers should be advanced degrees in the law, sociology, criminology, police or public administration, business management, or some other appropriate specialty," is regarded as suspect by respondents who generally see only the law enforcement-related studies as having utility for police service if, indeed, the respondent is convinced of the general utility of a college degree.

This research tends to reinforce the Commission's observation that "Traditional procedures often inhibit the rapid promotion of able officers." (See Table 27.) If there is any correlation between a four-year college degree in law enforcement and the ability of the officer possessing it, the association of the two variables is not reflected in the promotion process.

Table 27.

EARLIER PROMOTION FOR HOLDERS OF BACCALAUREATE DEGREES

	Factor Scores 1	 2	 3
16. Persons with four-year college degrees in law enforcement should be given promotion earlier than those with other college backgrounds since they are specially prepared to deal with problems in police work and can assume more responsibility.	-1	-5	-1

The Commission also noted that, for a variety of reasons, police personnel

> are virtually "frozen" into the departments in which they started. An officer whose special skills are in oversupply in his own department cannot move into a department where those skills are in demand. An officer who seeks to improve his situation by moving from a small department where opportunities for advancement are few to a large department where they are numerous cannot do it, nor can a city officer who would like to work in a small community follow his inclination.[15]

This "frozen" position may be most characteristic of individuals with college degrees who are in search of jobs as chiefs. The data show that the idea of hiring a chief from outside the recruiting department met with but little enthusiasm by Factor 1 types and outright hostility by Factor 3 types (see Table 28).

Table 28.

LATERAL ENTRY FOR CHIEFS OF POLICE

	Factor Scores 1	2	3
12. If no candidate within a department is fully qualified by virtue of a college education to fill a vacancy for chief of police, this position should be opened to applicants from outside of the department who do possess this qualification.	+2	-2	-5

On balance, in the four years since the Commission's report, it appears that many of the problems previously identified are still problems, and that a few of the solutions offered appear to be untenable. This is not to suggest that no progress is being made; advancements are being made on many fronts of the police field, yet much remains to be done. For instance, according to LEAA 1970, 35,000 LEAA supported in-service police personnel were enrolled in higher education courses during the 1970 fiscal year.[16] This educational explosion will surely present challenges to the police establishment in the years to come. Importantly enough, more research and "hard data" are needed upon which to base future policy goals. Social scientists generally feel inhibited in carrying out research projects which strike at "gut" issues (i.e., the chief, his perceptions about the police field, and his role in the decision-making processes of departmental management); and police administrators are generally equally as suspicious of research scientists interested in determining their true feelings about a given topic.[17]

Perceptions of Law Enforcement Graduates Towards Higher Education

Until very recently it was accepted as a truism that in police service virtually no department provided sufficient encouragement for personnel to attend college. To a large extent, this observation still characterizes the state of affairs with respect to all but a few police departments which have developed incentive programs for the education of their officers. Generally speaking, the fact that an officer may have an advanced education has little or nothing to do with the officer's prospects for a salary increment or a promotion. The knowledge that pay raises and promotions traditionally have been based on merit as evaluated by some standard of field-service has led many students and police administrators alike, to question the utility of an advanced education for police service.

Undoubtedly, perceptions of low pay, long hours, little job status and the lack of career-advancement opportunities in the police field have deterred a substantial portion of educated people from law enforcement employment. While few would deny that the variables of merit and ability are important to the police service for considerations involving salary and promotion, there appears to be less concern about the evidence which suggests that the general educational index of American society is rising faster than that of the police service. This fact clearly bears some relationship to the perceptions of a generally well-educated population towards the status and amenities offered by the police service, and serves to reinforce popular doubts about the utility of higher education for such service.

Perhaps one of the most instructive methods of assessing the impact of higher education in police work is to inventory personnel who have completed college degree programs specializing in police-related subjects, and measure their perception of the usefulness of their education for police duty. This assessment from the perspective of the graduate should provide some basis for the evaluation of law enforcement education, and its capacity to prepare graduates for careers in the police field.

In the Summer of 1970, the staff of the Center for State and Local Government mailed questionnaires to graduates of six representative institutions of higher education which offer degrees in the field of law enforcement. The institutions were selected on the basis of regional representation, type of degree program offered (i.e., two-year degree or four-year degree), and the length of time which the programs had been operating. The institutions vary in terms of the length of time the programs have been in operation from five to thirty-five years. From these colleges and universities, a sample of 198 law enforcement graduates (42 from 2-year institutions, and 156 from 4-year institutions) was selected for the survey. The responses from these graduates constitute the basic data set for a study of the perceptions of higher education from their perspective.

The questionnaire was designed to facilitate an expression of opinion relative to the quality of police education and the development of the careers of graduates from police programs. The combination of open-ended and close-ended questions were deemed appropriate for gathering as much specific information as possible. (A copy of this questionnaire is included in Appendix C.)

Of the 198 graduates sampled, 123, or 62.1 per cent, of them stated that they were between the ages of 17 and 19 when they began their college work, and only 20, or 10.1 per cent of them, had begun their studies after age 30. See Table 29.

Table 29.

AGES OF BEGINNING LAW ENFORCEMENT STUDENTS BY DEGREE TYPE

Degree Type	Age Group 17-19	20-29	30-39	40 and over	Total
2-yr.	45.2% (19)	33.3% (14)	21.4% (9)	0% (0)	N=42
4-yr.	66.6% (104)	26.3% (41)	4.5% (7)	2.6% (4)	N=156
2- and 4-year	62.1% (23)	27.8% (55)	8.1% (16)	2.0% (4)	N=198

74.8 per cent of these same respondents reported that they had completed their degree requirements sometime between the ages of 20 and 29:

Table 30.

AGES OF LAW ENFORCEMENT STUDENTS AT TIME OF GRADUATION BY DEGREE TYPE

Degree			Age Group					
Type	Under 20	20-22	23-29	30-39	40-49	50 & over	No answer	Total
2-yr.	4.8% (2)	2.8% (12)	19.0% (8)	35.7% (15)	7.1% (3)	0% (0)	4.8% (2)	N=42
4-yr.	0% (0)	42.9% (67)	39.1% (61)	11.5% (18)	3.8% (6)	1.9% (3)	0.6% (1)	N=156
2- and 4-year	1.0% (2)	39.9% (79)	34.9% (69)	16.7% (33)	4.5% (9)	1.5% (3)	1.5% (3)	N=198

Given the fact that those students who fall within the lower age categories at the time of their graduation, especially from 2-year college degree programs, may be too young to be considered for police service, it is not surprising that many of them continue their studies towards a baccalaureate degree. Eighty-one per cent of the associate degree-holders sampled stated that they had taken additional college courses towards a bachelor's degree. Of this number, 10 respondents, or 23.8 per cent of the 2-year degree holders surveyed, reported that they had earned their bachelor's degree. The pursuance of graduate work by law enforcement students appears to be a more common phenomenon among 4-year degree holders than among graduates of 2-year institutions. In part, this may be attributable to the fact that many of our 2-year degree respondents have not yet completed their requirements for a bachelor's degree. To some extent, however, this fact reflects the differing philosophies of the degree programs. More commonly than not, two-year degree programs in specialized discipline are regarded as terminal programs, while institutions granting four-year degrees more adequately prepare a person for the possibility of further education. (See Table 31.)

Table 31.

POST-BACCALAUREATE DEGREE WORK
BY 2- AND 4-YEAR DEGREE GRADUATES

Degree Type	Yes	No	No Answer	Total
2-year	4.8% (2)	26.2% (11)	69.0% (29)	N=42
4-year	37.8% (59)	59.0% (92)	3.2% (5)	N=156
2- and 4- year	30.8% (61)	52.0% (103)	17.2% (34)	N=198

A further distinction between the two sets of graduates can be noted with respect to their work experience while pursuing course work. By far, two-year degree candidates were more frequently employed as law enforcement officers than were baccalaureate students (see Table 32). The fact that these individuals were employed while pursuing degree programs is significant in several respects. Typically, such students must either divide their time very judiciously between work and study, or take a reduced load of either. If the student-policeman is attempting to raise a family simultaneously (and many attempt to do so) these additional burdens inevitably dictate that the student take a reduced course load.

Table 32.

THE EMPLOYMENT OF STUDENTS IN LAW ENFORCEMENT OCCUPATIONS BY DEGREES PURSUED

Degree Type	Yes	No	No Answer	Total
2-year	71.4% (30)	23.8% (10)	4.7% (2)	N=42
4-year	32.1% (50)	64.7% (101)	3.2% (5)	N=156
2- and 4-year	40.4% (80)	56.0% (111)	3.5% (7)	N=198

When asked to comment on the suitability of their preparation by the kinds of courses the graduates had taken in college, 85.7% of the two-year students, but only slightly more than one-half of the four-year students expressed satisfaction with their course work (see Table 33). Higher proportions of both types admitted, however, that they were satisfied with their course work while pursuing their education (see Table 34).

Table 33.

PRESENT SATISFACTION WITH POLICE COURSES AMONG COLLEGE GRADUATES ACCORDING TO DEGREE TYPE

Degree Type	Yes	No	No Answer	Total
2-year	85.7% (36)	7.1% (3)	7.1% (3)	N=42
4-year	55.8% (87)	42.3% (66)	1.9% (3)	N=156
2- and 4-year	62.1% (123)	34.9% (69)	3.0% (6)	N=198

Table 34.

PAST SATISFACTION WITH POLICE COURSES BY LAW ENFORCEMENT STUDENTS ACCORDING TO DEGREE TYPE

Degree Type	Yes	No	No Answer	Total
2-year	92.9% (39)	4.8% (2)	2.4% (1)	N=42
4-year	73.7% (115)	25.0% (39)	1.3% (2)	N=156
2- and 4-year	77.8% (154)	20.7% (41)	1.5% (3)	N=198

The graduates were also asked to specify the types of courses they would add to existing programs in order to strengthen their academic preparation for police service. The most frequently mentioned courses among both two-year and four-year graduates were those which provided for a legal and practical orientation towards police duty (see Table 35).

Table 35.

COURSES RECOMMENDED FOR THE STRENGTHENING OF LAW ENFORCEMENT CURRICULA BY TYPE OF DEGREE HELD

	Suggested Courses							
Degree Type	Law	Practical	Community Relations	Riot Control	Interviewing	Other	No Answer	Total
2-year	11.9% (5)	14.3% (6)	7.1% (3)	2.4% (1)	2.4% (1)	33.3% (14)	28.6% (12)	N=42
4-year	14.1% (22)	15.4% (24)	10.9% (17)	1.9% (3)	3.2% (5)	19.9% (31)	34.6% (54)	N=156
2- and 4-year	13.6% (27)	15.2% (30)	10.1% (20)	2.0% (4)	3.0% (6)	22.7% (45)	33.3% (66)	N=198

When asked to comment on their current satisfaction, as compared to their past satisfaction, with their non-law enforcement courses, the levels of satisfaction with non-law enforcement courses remained approximately the same for both two- and four-year graduates (see Tables 36 and 37).

Table 36.

PRESENT SATISFACTION WITH NON-MAJOR REQUIRED COURSES
AMONG COLLEGE GRADUATES ACCORDING TO DEGREE TYPE

Degree Type	Yes	No	No Answer	Total
2-year	76.2% (32)	21.4% (9)	2.4% (1)	N=42
4-year	64.7% (101)	32.0% (50)	3.2% (5)	N=156
2- and 4-year	67.2% (133)	29.8% (59)	3.0% (6)	N=198

Table 37.

PAST SATISFACTION WITH NON-MAJOR REQUIRED COURSES
AMONG COLLEGE GRADUATES ACCORDING TO DEGREE TYPE

Degree Type	Yes	No	No Answer	Total
2-year	76.2% (32)	21.4% (9)	2.4% (1)	N=42
4-year	69.9% (109)	28.2% (44)	1.9% (3)	N=156
2- and 4-year	71.2% (141)	26.8% (53)	2.0% (4)	N=198

Both two-year and four-year graduates expressed satisfaction with their law enforcement instructors generally (90.5 per cent and 69.9 per cent, respectively); although the two sets of graduates differed in their opinions when asked to compare their police instructors with those from other areas (see Table 38).

Table 38.

RATING OF POLICE INSTRUCTORS WITH INSTRUCTORS FROM OTHER AREAS BY LAW ENFORCEMENT GRADUATES ACCORDING TO DEGREE TYPE

Degree Type	Better	Same	Worse	No Answer	Total
2-year	57.1% (24)	35.1% (15)	2.4% (1)	4.8% (2)	N=42
4-year	26.3% (41)	50.0% (78)	19.9% (31)	3.8% (6)	N=156
2- and 4-year	32.8% (65)	46.9% (93)	16.2% (32)	4.0% (8)	N=198

When compared to instructors from other academic areas on the basis of their command of the material, their ability to teach, and their general rapport with students, law enforcement instructors were consistently appraised lower by four-year degree holders than by the two-year degree graduates (see Tables 39 and 40).

Table 39.

COMPARISON OF LAW ENFORCEMENT INSTRUCTORS WITH INSTRUCTORS FROM OTHER ACADEMIC DISCIPLINES ON THE BASIS OF COMMAND OF MATERIAL, ABILITY TO TEACH, AND RAPPORT WITH STUDENTS BY 2-YEAR DEGREE HOLDERS

	Better	Same	Worse	No Answer	Total
Command of Material	69.0% (29)	26.2% (11)	0% (0)	4.8% (2)	N=42
Ability to Teach	42.9% (18)	47.6% (20)	4.8% (2)	4.8% (2)	N=42
Rapport with Students	78.6% (33)	16.7% (7)	0% (0)	4.8% (2)	N=42

Table 40.

COMPARISON OF LAW ENFORCEMENT INSTRUCTORS WITH INSTRUCTORS FROM OTHER ACADEMIC DISCIPLINES ON THE BASIS OF COMMAND OF MATERIAL, ABILITY TO TEACH, AND RAPPORT WITH STUDENTS BY 4-YEAR DEGREE HOLDERS

	Better	Same	Worse	No Answer	Total
Command of Material	39.7% (62)	50.0% (78)	7.0% (11)	3.2% (5)	N=156
Ability to Teach	14.1% (22)	52.6% (82)	30.8% (48)	2.6% (4)	N=156
Rapport with Students	64.1% (100)	23.1% (36)	11.5% (18)	1.3% (2)	N=156

Finally, with respect to the promotion process in police service, four-year degree graduates expressed the opinion with greater frequency that their degree had given them a better opportunity for advancement than when compared to those who possessed a two-year degree (see Table 41).

Table 41.

OPPORTUNITIES FOR PROMOTION AS PERCEIVED BY TWO- AND FOUR-YEAR DEGREE HOLDERS

Degree Type	Yes	No	No Answer	Total
2-year	33.3% (14)	35.7% (15)	32.0% (13)	N=42
4-year	41.1% (64)	26.9% (42)	32.1% (50)	N=156
2- and 4-year	39.4% (78)	28.8% (51)	31.8% (63)	N=198

CHAPTER V: NOTES

[1] President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society, (Washington: Government Printing Office, 1967), p. 109.

[2] Charles B. Saunders, Jr., Upgrading the American Police, (Washington, D.C.: The Brookings Institution, 1970), p. 92.

[3] See Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences, (Belmont, Calif.: Brooks/Cole, 1968), pp. 171-229.

[4] See Egon Brunswik, Perception and the Representative Design of Psychological Experiments, (Berkeley and Los Angeles: University of California Press, 1956).

[5] William Stephenson, The Study of Behavior: Q-Technique and Its Methodology, (Chicago: University of Chicago Press, 1953).

[6] See Stephenson, Ibid., for the difference between Q and R factor analysis.

[7] Saunders, pp. 82-3.

[8] Ibid., p. 108. The Commission proposed a multi-level scheme of lateral entry for various types of police personnel: police officer, agent, supervisor, command and technical staff and chief administrator. On the basis of data developed in this study, Factor 1 type administrators do not consider this to be an important consideration while administrators of the Factor 2 and 3 varieties would be resistant or openly hostile to such a scheme.

[9] This statement was extrapolated from an in-depth interview with a high-level police administrator.

[10] President's Commission, op. cit., p. 107.

[11] Ibid.

[12] Ibid.

[13] Ibid.

[14] Ibid., p. 110.

[15] Ibid., p. 111.

[16] Law Enforcement Assistance Administration, U.S. Department of Justice, (Washington, D.C.: Government Printing House, 1970), p. 56.

[17] This research staff frequently found respondents inhibited in their cooperation out of the fear that they were being "tested" as to their competence to perform their duties as police officers.

Chapter VI.

CRIMINAL JUSTICE EDUCATION

The study on which this report is based was conceived as one almost exclusively concerned with police education or, perhaps in a more appropriate context, education for the police service. In the proposal leading to the study, however, reference was made to law enforcement training. Then, as the study developed, education in criminal justice was identified as a term more commonly used than education in law enforcement or police.

Police education clearly is a term reflecting an interest almost exlusively focused on the police. Law enforcement, a less restrictive term, appears to embrace the functions of arrest and prosecution, although not all people understand the term in this way. Criminal justice apparently and generally, connotes a total concern with the areas of public and private security. In a legal sense it is concerned with legislation, arrest processes, prosecution, adjudication, probation and parole, all within constitutional constraints. In a societal sense, however, it embraces such diverse matters as individual and group protest against an infinite variety of local, state, and federal actions, as well as the influence of racial prejudice, unemployment, substandard housing, discrimination against women, and a host of other factors presently affecting peace and tranquillity throughout the country.

The terms police education, law enforcement education, and criminal justice education, however, are still so relatively ill-defined that they do not provide realistic distinctions. Thus, though the title of this report contains the term police education, this chapter carries the title Criminal Justice Education because (1) most schools offering courses in the areas under discussion do not have curricula which would allow either broad or subtle distinctions, (2) titles of many schools are not truly descriptive of curricula or school goals, and (3) even those schools with police as part of their titles more often than not offer courses or programs in such related fields as corrections.

A situation has arisen in which varied concepts of the goals of police education and of clientele of the educational institutions have resulted in theoretical, academic, and organizational confusion. The large infusion of federal funds, though without doubt the key impetus to police education efforts, has been as the mythical Lorelei was to legendary sailors, an attraction to unfamiliar educational shoals. The result has been a less than orderly development of criminal justice educational efforts.

This chapter, in the following sections, attempts to profile the criminal justice education efforts in this country.

The Police Educational Phenomenon

The development and implementation of accredited law enforcement education programs in this country's institutions of higher learning has been, even in the context of the rapid generation and growth of such institutions, a remarkable phenomenon.

Of 236 respondent institutions identifying the year in which they began to plan for law enforcement education programs, but 14 had initiated such action in the 26-year span of 1930 to 1955. Eighteen more took their first planning steps in the five-year period of 1956 to 1960. In the following five years, 44 more were planning law enforcement programs--12 more than had initiated action in the preceding 31 years. This was, indeed, a remarkable change of pace.

The years of 1961 to 1964 broke with the past and were aligned with the future--160 additional institutions joined the movement in the six-year span of 1965 to 1970. See Table 42.

Table 42.

RESPONDENTS BY PERIOD IN WHICH
THEIR PROGRAM PLANNING BEGAN

1930-40	1941-45	1946-50	1951-55	1956-60	1961-64	1965-68	1969-70
1.7%	0%	2.1%	2.1%	7.6%	18.6%	56.8%	11.0%
(4)	(0)	(5)	(5)	(18)	(44)	(134)	(26)

N=236

Further analysis of Table 42 discloses that 204, or 86.4 per cent, of the 236 reporting institutions took their first planning steps in the last decade.

Program approvals largely followed programming initiation on a predictable basis, and time lags became readily perceptible in 1961 to 1964; finally, however, in 1969 to 1970, approvals outnumbered new planning efforts. See Table 43.

Table 43.

PROGRAMS BY APPROVAL PERIOD

1930-40	1941-45	1946-50	1951-55	1956-60	1961-64	1965-68	1969-70
0.9%	0.4%	2.6%	1.8%	6.2%	13.7%	49.3%	25.1%
(2)	(1)	(6)	(4)	(14)	(31)	(112)	(57)

N=236

Table 43 further reveals that 88.1 per cent of the approvals were obtained in the past 10 years, with 74.4 per cent gained in the last five years.

Two hundred thirty-four respondents identified the time each required from initiation of planning to program approval. The average elapsed time for all approvals was 1.4 years, although the time varied from less than one year for 197, or 84.1 per cent of the institutions, to more than nine years for six, or 2.6 per cent. See Table 44.

Table 44.

TIME ELAPSED BETWEEN PLANNING INITIATION AND PROGRAM APPROVAL

1 yr. or less	2 yrs.	3 yrs.	4 yrs.	5 yrs.	8 yrs.	9 yrs. or more
84.1%	8.1%	3.8%	0.4%	0.4%	0.4%	2.6%
(197)	(19)	(9)	(1)	(1)	(1)	(6)

N=234

Logically, before classes can be offered in a program, time lapses occur after program approval and initiation. This is clearly shown in Table 45 in which course offerings, in the 1969 to 1970 period, run well ahead of both planning initiations and program approvals. First offerings of the 255 respondents reflected in Table 45 were made available in the period of 1965 to 1970.

Table 45.

FIRST COURSE OFFERINGS BY PERIOD

1930-40	1941-45	1946-50	1951-55	1956-60	1961-64	1965-68	1969-70
1.1%	0.4%	3.1%	2.0%	5.8%	13.3%	44.7%	29.4%
(3)	(1)	(8)	(5)	(15)	(34)	(114)	(75)

N=255

Although some institutions among 237 providing supporting data experienced time lags of as much as nine years or more between initiation of program planning through approval to first offering of courses, almost 82 per cent were able to open their classes within a single year, and an additional 12.7 per cent within a two-year span. See Table 46.

Table 46.

ELAPSED TIME BETWEEN DATE OF PLANNING
AND DATE OF FIRST OFFERING OF CLASSES

1 yr. or less	2 yrs.	3 yrs.	4 yrs.	6 yrs.	8 yrs.	9 yrs. or more
81.9%	12.7%	2.5%	0.4%	0.4%	0.4%	1.7%
(194)	(30)	(6)	(1)	(1)	(1)	(4)

N=237

While a distinction is not made between the two- and four-year programs or institutions, it is interesting to note that some programs (11 among 182 reporting institutions, or 6.0 per cent) graduate students within one year of first efforts at program planning. See Table 47.

Table 47.

ELAPSED TIME BETWEEN DATE OF PLANNING
AND THE GRADUATION OF THE PROGRAM'S FIRST STUDENTS

1 yr. or less	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	9 or more
6.0%	29.1%	25.8%	16.5%	6.0%	3.2%	1.6%	11.5%
(11)	(53)	(47)	(30)	(11)	(6)	(3)	(21)

N=182

The last year in which no new program began to offer classes was 1958, according to data received from 507 respondents. In the 28-year preceding period, 1930 to 1957, but 26 institutions had begun classes. In the 12-year period of 1959 to 1970, however, 481 more were accepting students for classes. See Figure 4.

Students

This section of the report deals almost exclusively with student enrollment. It is concerned with trends of enrollment in the two- and four-year programs and with the negative aspects of study discontinuance by students. Discussed also are inter-institutional transfers. Attention is given, as well, to institutional recruitment of students into law-enforcement programs.

Enrollment Figures

Enrollments reported by 510 respondents, including two-year, four-year, and post-baccalaureate programs, totaled 65,038 in 1969 and 86,600 in 1970, an increase of 33.15 per cent. Enrollment in two-year programs, in this period, increased from 49,750 to 64,745; the numerical increase of 14,995 represents 30.14 per cent additional students. Four-year enrollments increased 43.09 per cent, from 13,971 to 20,075, a gain of 6,104. Enrollment in masters programs rose to 1,605 from 1,213, a numerical increase of 392, or 32.32 per cent. Doctoral student enrollments increased from 104 to 175, or 68.27 per cent. See Table 48.

Table 48.

TOTAL ENROLLMENT 1969-1970

	1969	% of change	1970
Total	65,038	33.15+	86,600
Two-year	49,750	30.14+	64,745
Four-year	13,971	43.69+	20,075
Masters	1,213	32.32+	1,605
Doctoral	104	68.27+	175

Two-year programs enroll about 75 per cent of all law enforcement students, four-year programs about 23 per cent, and masters and doctoral programs about two per cent. While post-baccalaureate programs did not report any part-time students, nearly one-half of two-year program students are in this group, and about 37.3 per cent of four-year program students. From 1969 to 1970 the two-year percentage of students, both part- and full-time, dropped 1.72

per cent, the four-year group increased an almost equivalent amount, or 1.7 per cent. Post-baccalaureate enrollment percentages remained almost constant, changing from 2.03 to 2.05 per cent. See Table 49.

Table 49.

PART- AND FULL-TIME STUDENT
ENROLLMENTS 1969-1970

	% of Total Enrollment 1969	% of Change	% of Total Enrollment 1970
Two-year	76.49	1.73-	74.77
Part-time	40.31	1.38-	38.93
Full-time	36.18	.34-	35.84
Four-year	21.48	1.70+	23.18
Part-time	8.64	.01+	8.65
Full-time	12.84	1.69+	14.53
Masters	1.87	.02-	1.85
Doctoral	.16	.04+	.20

Respondents were asked to identify their enrollments by three classifications: (1) pre-service, or students with no law enforcement experience, (2) in-service, or those presently employed by an agency, and (3) prior service, or those with previous law enforcement experience, but not now employed in the field. Enrollment figures in these bases are shown in Table 50.

Among the two-year programs, students studying on a part-time basis were preponderantly in-service personnel and this was true, as well, for full-time students. Those with prior service were few in number, representing, for example, only 0.35 per cent

Table 50.

ENROLLMENT FIGURES CLASSIFIED AS
PRE-, IN-, PRIOR-SERVICE STUDENTS

1969 Total Enrollment		65,038	1970 Total Enrollment		86,600
2-Year Total Enrollment		49,750			64,745
Part-time total enrollment	26,217			33,711	
Pre-service 6,150			9,125		
In-service 19,904			24,384		
Prior-service 163			202		
Full-time total enrollment	23,533			31,034	
Pre-service 17,899			24,145		
In-service 5,548			6,585		
Prior-service 86			304		
4-Year Total Enrollment		13,971			20,075
Part-time total enrollment	5,622			7,490	
Pre-service 2,236			1,604		
In-service 3,221			5,749		
Prior-service 165			137		
Full-time total enrollment	8,349			12,585	
Pre-service 7,095			10,598		
In-service 1,039			1,805		
Prior-service 215			182		
Masters Total Enrollment		1,213			1,605
Doctoral Total Enrollment		104			175

of full-time two-year students in 1970 and 0.21 per cent of full-time four-year students. Pre-service students far outnumber other classes in both two- and four-year programs. See Table 51.

Table 51.

PRE-, IN-, AND PRIOR-SERVICE STUDENTS
1969-1970

	% of 1969 Total Enrollment	% of Change	% of 1970 Total Enrollment
Two-Year			
Part-time (See Table 49)	40.31	1.38-	38.93
Pre-service	9.46	1.08+	10.54
In-service	30.60	2.44-	28.16
Prior-service	.25	.10+	.23
Full-time (See Table 49)	36.18	.34-	35.84
Pre-service	27.52	.36+	27.88
In-service	8.53	.93-	7.60
Prior-service	.13	.22+	.35
Four-Year			
Part-time (See Table 49)	8.64	.01+	8.65
Pre-service	3.44	1.59-	1.85
In-service	4.95	1.69+	6.64
Prior-service	.25	.09-	.16
Full-time (See Table 49)	12.84	1.69+	14.53
Pre-service	10.91	1.33+	12.24
In-service	1.60	.48+	2.08
Prior-service	.33	.12-	.21

Discontinuance of Studies

When asked to rank six listed reasons why students discontinued their academic law enforcement programs, there was a close similarity among the rankings provided by the 133 respondent two-year programs vis-a-vis the four-year program respondents. Ranked first and second by both two-year and four-year programs, were recognition of inability (on the part of the student) to successfully complete work, and academic failure. Financial inability to continue was ranked fourth by the two-year programs and third by the four-year programs. See Table 52 for complete rank-order listings.

Table 52.

RANK-ORDERED REASONS GIVEN BY TWO- AND FOUR-YEAR INSTITUTIONS FOR DISCONTINUANCE OF PROGRAMS BY STUDENTS

	Two-Year Institutions		Four-Year Institutions
1.	Recognition if Inability to Successfully Complete Work	1.	Recognition of Inability to Successfully Complete Work
2.	Academic Failure	2.	Academic Failure
3.	Change of Interest	3.	Financial Inability to Continue
4.	Financial Inability to Continue	4.	Change of Interest
5.	The Draft	5.	In-service Student Whose Employer Does Not Favor Program
6.	In-service Student Whose Employer Does Not Favor Program	6.	The Draft

Transfer Students

Students apparently do not transfer from one program or institution to another in significant numbers. In 1969, for example, 30 of 90 respondent two-year programs, or 33.3 per cent, reported only one to three transfers and only six, or 6.6 per cent, reported 20 or more. Four of 23 respondent four-year programs, or

17.3 per cent, reported one to three transfer students although seven, or 30.4 per cent, reported 20 or more. Of two-year programs, 73, or approximately 81 per cent, reported 10 or fewer transfers and, thus, only 17, or less than 19 per cent, reported 11 or more. In contrast, 13, or more than 56 per cent of the four-year respondent programs, reported transfers of 11 or more students. See Table 53.

Table 53.

STUDENT TRANSFERS INTO TWO- AND FOUR-YEAR PROGRAMS, 1969

Number	Two-year	Four-year
1-3	33.3% (30)	17.3% (4)
4-7	30.0% (27)	21.7% (5)
8-10	17.7% (16)	4.3% (1)
11-15	3.3% (3)	17.3% (4)
16-20	8.8% (8)	8.6% (2)
20 or more	6.6% (6)	30.4% (7)
Total Institutions Reporting	100.0% (90)	100.0% (23)

Recruitment of Students

Of 179 respondent two-year programs 165, or 92.2 per cent, report actively recruiting students as do 27 of 29, or 93.1 per cent, of the respondent four-year programs. Of 176 respondent two-year programs, 47, or 26.7 per cent, report a program specifically designed to aid in the recruitment of students from minority groups or the educationally disadvantaged. Eight of 29, or 27.6 per cent, of respondent four-year programs report similarly. Thus, approximately 73 per cent of all reporting institutions do not have programs to seek out such students.

Contacts with law enforcement agencies is reported most often as a recruiting device; 155 two-year programs and 27 four-year programs report use of such contacts. One hundred forty-nine two-year programs and 75 four-year programs report use of brochures. Only seven two-year programs and three four-year programs report use of magazines. Table 54 reports on use of seven kinds of recruiting devices by reporting programs; it should be noted that 24 two-year programs and five four-year programs report recruiting devices other than the seven identified.

Program directors were asked to place in rank order five factors considered detrimental to recruitment of law enforcement students. Responses of two- and four-year programs were identical except that the former place "pay scales in law enforcement" and "graduates of degree programs usually start at the bottom of the law enforcement ladder" in positions two and three, whereas the

Table 54.

METHODS USED FOR RECRUITING STUDENTS

	Two-year Programs	Four-year Programs	Total Programs
Brochures	85.6% (149)	14.4% (25)	174
Newspapers	90.9% (110)	9.1% (11)	121
Magazines	70.0% (7)	30.0% (3)	10
Radio	85.7% (30)	14.3% (5)	35
Contact with Law Enforcement Agencies	85.2% (155)	14.8% (27)	182
Contact with Guidance Counselors	87.2% (150)	12.8% (22)	172
Participation in high school Career Day Programs	90.0% (126)	10.0% (14)	140
Other Means	82.8% (24)	17.2% (5)	29

four-year programs list these factors in reverse order. See Table 55.

Table 55.

FACTORS CONSIDERED MOST DETRIMENTAL TO THE RECRUITMENT OF STUDENTS BY TWO- AND FOUR-YEAR PROGRAMS, IN ORDER OF IMPORTANCE

Factor	Ranking by Two-year Programs	Ranking by Four-year Programs
Social Status of law enforcement personnel	1	1
Pay Scales in law enforcement	2	3
Graduates of programs usually start at the bottom of the law enforcement ladder	3	2
Opposition to college-educated personnel by law enforcement administrators	4	4
Danger involved in some kinds of law enforcement	5	5

Faculty

The section of the report dealing only with law enforcement faculty generally does not distinguish among faculty of two-year, four-year, and graduate programs in presentation of data, except in reference to academic degrees held by faculty.

Academic Qualifications

Vitae were received from 432 faculty members serving in 145 two-year programs, 68 four-year programs, and two doctoral programs. Of the 432, all but six, or 1.39 per cent, hold baccalaureate degrees. Of the 426 baccalaureate degree holders, 292, or 67.59 per cent, also hold masters degrees, and 102, or 23.61 per cent, have doctoral degrees.[1] But 30, thus, of the respondent faculty have only bachelors degrees. See Table 56.

It should be noted that 48 of the doctoral degrees, or 47 per cent, are in the field of law. A spot check indicated that many, at time of award, were LL.B. or bachelor of law degrees. Many degree-granting institutions, the University of Akron for example, have recently retroactively retitled the bachelor of law degree and now award J.D. (doctor of jurisprudence) degrees instead. This was called to the attention of research staff when it was noted that 75 per cent of faculty identified as doctoral holders in two-year programs held law degrees. It is believed, as well, that some recorded baccalaureate law degrees may be eligible for conversion to doctor of laws degrees.

Table 56.

TOTAL FACULTY BY AREAS OF SPECIALIZATION AND LEVELS OF EDUCATION

Two- and Four-year and (2) Graduate Programs

# of programs 215	# of faculty 432

6 or 1.39% of faculty have less than a baccalaureate degree

	Baccalaureate 426=98.61%		Masters 292=67.59%		Doctorate 102=23.61%	
Criminology	21= 4.93%		18= 6.16%		13=12.61%	
Law Enforcement	87=20.42%		47=16.10%		2= 1.96%	
Corrections	1= .23%		7= 2.40%			
Law	33= 7.75%		16= 5.48%		48=47.06%	
Criminalistics	2= .47%		3= 1.03%			
TOTAL		144=33.80%		91=31.16%		63=61.76%
Social Work	3= .70%		7= 2.40%		2= 1.96%	
Sociology	55=12.91%		44=15.07%		15=14.71%	
Social Science	11= 2.58%		11= 3.77%		3= 2.94%	
Psychology	18= 4.23%		15= 5.14%			
TOTAL		87=20.42%		77=26.37%		20=19.61%
Public Admin.		29= 6.81%		54=18.49%		9= 8.82%
Economics	9= 2.11%		1= .34%			
Accounting	3= .70%					
Business	22= 5.16%		10= 3.42%		1= .98%	
TOTAL		34= 7.98%		11= 3.77%		1= .98%
Liberal Arts	4= .94%					
English	19= 4.46%		3= 1.03%			
History	15= 3.52%		4= 1.37%			
Philosophy	2= .47%					
Languages	3= .70%					
Political Science	35= 8.22%		12= 4.11%		3= 2.94%	
Religion	3= .70%		3=1.03%		1= .98%	
Anthropology	2= .47%					
Geography	1= .23%					
TOTAL		84=19.72%		22= 7.53%		4= 3.92%
Education	23= 5.40%		31=10.62%		4= 3.92%	
Health			1= .34%			
Physical Educ.	1= .23%					
Hygiene	1= .23%					
TOTAL .		25= 5.87%		32=10.96%		4= 3.92%
Medical Techni.	1= .23%					
Medicine					1= .98%	
TOTAL		1= .23%				1= .98%
Mathematics	5= 1.17%		2= .68%			
Biology	9= 2.11%		1= .34%			
Chemistry	3= .70%		2= .68%			
Mech. Engineering	1= .23%					
Nautical Science	1= .23%					
Geology	2= .47%					
Agriculture	1= .23%					
TOTAL		22= 5.16%		5= 1.71%		
GRAND TOTALS		426=98.61%		292=67.59%		102=23.61%

Table 57.

TOTAL FACULTY BY AREAS OF SPECIALIZATION AND LEVELS OF EDUCATION

Two-Year Programs

# of programs 145 | # of faculty 208

6 or 2.88% of faculty have less than a baccalaureate degree

	Baccalaureate		Masters		Doctorate	
Criminology	10= 4.95%		5= 4.63%			
Law Enforcement	45=22.28%		23=21.30%			
Corrections			6= 5.56%			
Law	10= 4.95%		2= 1.85%		15=75%	
Sub-Total		65=32.18%		36=33.33%		15=75%
Social Work	1= .50%		1= .90%			
Sociology	23=11.39%		9= 8.33%		2=10%	
Social Science	7= 3.47%		10= 9.26%			
Psychology	7= 3.47%		4= 3.70%			
Sub-Total		38=18.81%		24=22.22%		2=10%
Public Admin.		9=4.46%		17=15.74%		1= 5%
Accounting	2= .99%					
Business	10= 4.95%		3= 2.78%			
Sub-Total		12= 5.94%		3= 2.78%		
English	13= 6.44%		2= 1.85%			
History	7= 3.47%		2= 1.85%			
Philosophy	2= .99%					
Languages	2= .99%					
Political Science	25=12.38%		2= 1.85%			
Religion	1= .50%		1= .93%			
Anthropology	1= .50%					
Sub-Total		51=25.25%		7= 6.48%		
Education	13= 6.44%		18=16.67%		2=10%	
Physical Educ.	1= .50%					
Hygiene	1= .50%					
Sub-Total		15= 7.43%		18=16.67%		2=10%
Mathematics	1= .50%		2= 1.85%			
Biology	5= 2.48%		1= .93%			
Chemistry	2= .99%					
Mech. Engineering	1= .50%					
Nautical Science	1= .50%					
Geology	1= .50%					
Sub-Total		11= 5.45%		3= 2.78%		
Medical Technic.		1= .50%				
TOTALS	202 or 97.12%		108 or 51.92%		20 or 9.62%	

Table 58.

TOTAL FACULTY BY AREAS OF SPECIALIZATION AND LEVELS OF EDUCATION

Four-Year Programs

# of programs 68 + 2 graduate | # of faculty 224

All faculty members have a minimum of a baccalaureate degree

	Baccalaureate		Masters		Doctorate	
Criminology	11= 4.91%		13= 7.07%		13=15.85%	
Law Enforcement	42=18.75%		24=13.04%		2= 2.44%	
Corrections	1= .45%		1= .54%			
Law	23=10.27%		14= 7.61%			
Criminalistics	2= .89%		3= 1.63%		33=40.24%	
Sub-Total		79=35.27%		55=29.89%		48=58.54%
Social Work	2= .89%		6= 3.26%		2= 2.44%	
Sociology	32=14.29%		35=19.02%		13=15.85%	
Social Science	4= 1.79%		1= .54%		3= 3.66%	
Psychology	11= 4.91%		11= 5.98%			
Sub-Total		49=21.88%		53=28.80%		18=21.95%
Public Admin.		20= 8.93%		37=20.11%		8= 9.76%
Economics	9= 4.02%		1= .54%			
Accounting	1= .45%					
Business	12= 5.36%		7= 3.80%		1= 1.22%	
Sub-Total		22= 9.82%		8= 4.35%		1= 1.22%
Liberal Arts	4= 1.79%					
English	6= 2.68%		1= .54%			
History	8= 3.57%		2=11.09%			
Languages	1= .45%					
Political Science	10= 4.46%		10= 5.43%		4= 4.88%	
Religion	2= .89%		2= 1.09%			
Anthropology	1= .45%					
Geography	1= .45%					
Sub-Total		33=14.73%		15= 8.15%		4= 4.88%
Education	10= 4.46%		13= 7.07%		2= 2.44%	
Health			1= .54%			
Sub-Total		10= 4.46%		14= 7.61%		2= 2.44%
Medicine						1= 1.22%
Mathematics	4= 1.79%					
Biology	4= 1.79%					
Chemistry	1= .45%		1= .54%			
Mech. Engineering						
Geology	1= .45%					
Agriculture	1= .45%		1= .54%			
Sub-Total		11= 4.91%		2= 1.09%		
TOTALS	224=100%		184=63.39%		82=36.61%	

Among 202 respondent institutions, 30 two-year programs of 176 reporting have no full-time faculty, nor have five of 26 four-year programs. Almost one-half of the two-year programs, 85 of 176, have but one full-time faculty member whereas only six of 26 respondent four-year programs similarly report. Two of each kind of program report seven or more full-time faculty. Nine of the two-year programs have four to six such faculty whereas but one of the four-year programs has faculty in such numbers. See Table 59.

Table 59.

NUMBER OF FULL-TIME FACULTY
BY TWO- AND FOUR-YEAR PROGRAMS

Number of Faculty	Two-year Programs	Four-year Programs
1	48.3% (85)	23.1% (6)
2	21.0% (37)	23.1% (6)
3	7.4% (13)	23.1% (6)
4	2.8% (5)	3.8% (1)
5	0.6% (1)	0% (0)
6	1.7% (3)	0% (0)
7 or more	1.1% (2)	7.7% (2)
None	17.0% (30)	19.2% (5)
Total Programs	100% (176)	100% (26)

Of 195 respondent institutions (171 two-year programs and 24 four-year programs), 23 report no use of part-time faculty; 18 of these were two-year programs and five were four-year. Forty-seven of the two-year institutions report seven or more part-time faculty in contrast to but one four-year program. See Table 60.

Table 60.

NUMBER OF PART-TIME FACULTY
BY TWO- AND FOUR-YEAR PROGRAMS

Number of Faculty	Two-year Programs	Four-year Programs
1	9.9% (17)	20.8% (5)
2	15.2% (26)	20.8% (5)
3	12.3% (21)	8.3% (2)
4	11.17% (19)	0% (0)
5	6.4% (11)	16.7% (4)
6	7.0% (12)	8.3% (2)
7 or more	27.5% (47)	4.2% (1)
None	10.5% (18)	20.8% (5)
Total	100% (171)	100% (24)

While 86, or 62.3 per cent, of respondent four-year programs report a satisfactory ratio of full-time students to full-time faculty, nine, or 50 per cent, of the two-year institutions report an unsatisfactory relationship. See Table 61.

Table 61.

ADEQUACY OF FACULTY COMPLEMENTS
AS ASSESSED BY PROGRAM DIRECTORS

Adequate	Two-year Programs	Four-year Programs
Yes	62.3% (86)	50% (9)
No	37.7% (52)	50% (9)
Total	100% (138)	100% (18)

Special Benefits for Faculty

Of 28 respondent four-year programs, 18, or 64.3 per cent, have provisions for the release of faculty at full salary for the pursuit of academic studies. In sharp contrast to this, only 22.4 per cent, or 38, of the two-year programs, have similar provisions. See Table 62.

Table 62.

RELEASED TIME AT FULL SALARY TO
PURSUE ACADEMIC STUDIES

Released Time	Two-year Programs	Four-year Programs
Yes	22.4% (38)	64.3% (18)
No	77.6% (132)	35.7% (10)
Total	100% (170)	100% (28)

Slightly less than one-half (81 or 48.9 per cent) of respondent two-year institutions have provision for waiver of fees for academic course work undertaken by faculty. Slightly more than one-half (15 or 53.6 per cent) of 28 respondent four-year programs have such provisions. See Table 63.

Table 63.

INSTITUTIONAL PROVISIONS FOR FACULTY FEE WAIVERS FOR ACADEMIC COURSE WORK

Fee Waivers	Two-year Programs	Four-year Programs
Yes	48.8% (81)	53.6% (15)
No	51.2% (85)	46.4% (13)
Total	100% (166)	100% (28)

Twenty-six, or 15.7 per cent, of 166 respondent two-year programs exchange faculty with others. In sharp contrast, 15, or 57.7 per cent, of 26 four-year programs exchange faculty. See Tables 64 and 65.

Table 64.

INSTITUTIONS ENGAGING IN FACULTY EXCHANGE PROGRAMS WITH OTHER INSTITUTIONS

Faculty Exchange	Two-year Programs	Four-year Programs
Yes	15.7% (26)	57.7% (15)
No	84.3% (140)	42.3% (11)
Total	100% (166)	100% (26)

Table 65.

INSTITUTIONAL POLICY PROVISIONS
FOR FACULTY EXCHANGE PROGRAMS

Provision for Exchange	Two-year Programs	Four-year Programs
Yes	18.0% (30)	30.8% (8)
No	82.0% (137)	69.2% (18)
Total	100% (167)	100% (26)

Among respondent institutions, a higher percentage of two-year programs have provisions for sabbatical leaves than do the four-year programs. One hundred twenty-nine of the former, or 75.4 per cent of 171, have such provision in contrast to 64.3 per cent of the latter, or 18 of 28. See Table 66.

Table 66.

INSTITUTIONAL PROVISION FOR SABBATICAL LEAVE

Sabbatical Leave	Two-year Programs	Four-year Programs
Yes	75.4% (129)	64.3% (18)
No	24.6% (42)	35.7% (10)
Total	100% (171)	100% (28)

Two-year programs also somewhat more consistently provide for expenses for attendance of faculty at professional conferences;

of 173 two-year programs, 67.6 per cent, or 117, assist faculty in this way in contrast to 53.6 per cent, or 15 of 28 four-year programs. See Table 67.

Table 67.

PROVISION OF TRAVEL AND EXPENSE
MONEYS FOR ATTENDING PROFESSIONAL CONFERENCES

Travel and Expense Support	Two-year Programs	Four-year Programs
Yes	67.6% (117)	53.6% (15)
No	32.4% (56)	46.4% (13)
Total	100% (173)	100% (28)

Among respondent two-year programs, 94 of 169, or 55.6 per cent, report having adequate faculty to cover classes while regular instructors are unavailable because of travel commitments. In the same regard, fifteen of 26 four-year programs, or 57.7 per cent, also report adequate faculty. See Table 68.

Table 68.

ADEQUACY OF FACULTY RESOURCES TO COVER CLASSES
WHILE STAFF IS ATTENDING OFF-CAMPUS CONFERENCES

Coverage	Two-year Programs	Four-year Programs
Yes	55.6% (94)	57.7% (15)
No	44.4% (75)	42.3% (11)
Total	100% (169)	100% (26)

There is provision for payment of professional membership dues by 45 of 166, or 27.1 per cent, of reporting two-year programs. Eight of 26 reporting four-year programs, or 30.8 per cent have similar provisions. See Table 69.

Table 69.

INSTITUTIONAL PAYMENT OF PROFESSIONAL MEMBERSHIP DUES FOR FACULTY

Payment of Dues	Two-year Programs	Four-year Programs
Yes	27.1% (45)	30.8% (8)
No	72.9% (121)	69.2% (18)
Total	100% (166)	100% (26)

Other Special Considerations

Thirty-eight of 175 reporting two-year programs, or 21.7 per cent, have arrangements to share faculty with other law enforcement programs in their geographical areas. Five of 29, or 17.2 per cent, of four-year programs report similar arrangements. See Table 70.

Table 70.

INSTITUTIONS HAVING ARRANGEMENTS TO SHARE FACULTY WITH OTHER LAW ENFORCEMENT PROGRAMS

Arrangements to Share	Two-year Programs	Four-year Programs
Yes	21.7% (38)	17.2% (5)
No	78.3% (137)	82.8% (24)
Total	100% (175)	100% (29)

Among 179 respondent two-year programs, six, or 3.4 per cent, reported that their institutions conducted summer enrichment programs for faculty. None of 29 respondent four-year programs reported such programs. See Table 71.

Table 71.

INSTITUTIONS CONDUCTING SUMMER
ENRICHMENT PROGRAMS FOR FACULTY

Enrichment Programs	Two-year Programs	Four-year Programs
Yes	3.4% (6)	0% (0)
No	96.6% (173)	100% (29)
Total	100% (179)	100% (29)

In contrast to the present lack of provision for summer faculty enrichment programs, 160, or 89.9 per cent, of 178 reporting two-year programs favor providing them. Four-year programs expressed nearly the same level of interest; 23 of 28 respondent institutions, or 82.1 per cent, support the concept of summer enrichment programs. See Table 72.

Table 72.

INSTITUTIONAL INTEREST IN SUMMER
FACULTY ENRICHMENT PROGRAMS

Interest in Programs	Two-year Programs	Four-year Programs
Yes	89.9% (160)	82.1% (23)
No	10.1% (18)	17.9% (5)
Total	100% (178)	100% (28)

Both two- and four-year programs, however, largely report that development of such programs is contingent upon financial assistance not presently available. One hundred forty, or 81.4 per cent, of reporting two-year programs held this view as well as 23 of 27, or 85.2 per cent, of reporting four-year programs. See Table 73.

Table 73.

FINANCIAL SUPPORT REQUIRED FOR DEVELOPMENT OF SUMMER FACULTY ENRICHMENT PROGRAMS

Support Required	Two-year Programs	Four-year Programs
Yes	81.4% (140)	85.2% (23)
No	18.6% (32)	14.8% (4)
Total	100% (172)	100% (27)

With the exception of interest in increasing teaching competence of faculty, the two- and four-year programs held very dissimilar views on the purposes of summer enrichment programs. In regard to improving teaching ability, 84.7 per cent of the two-year programs, or 111 of 131 respondents, thought this to be a worthwhile goal. In contrast, 68.4 per cent of the four-year programs, or 13 of 19 respondents, held this view. See Table 74.

Two- and four-year programs were somewhat in disagreement on the use of summer enrichment programs for the purpose of developing or promoting inter-institutional relations and, in this

Table 74.

SUMMER ENRICHMENT PROGRAMS
FOR INCREASING TEACHING COMPETENCE

Improvement of Teaching Competence	Two-year Programs	Four-year Programs
Yes	84.7% (111)	68.4% (13)
No	15.3% (20)	31.6% (6)
Total	100% (131)	100% (19)

case, four-year programs report in favor more often than two-year programs. Fourteen of 18 respondent four-year programs, or 77.8 per cent, report this as a proper goal, whereas 74 of 110 respondent two-year programs, or 67.3 per cent, did so. See Table 75.

Table 75.

SUMMER ENRICHMENT PROGRAMS FOR IMPROVING
INTER-INSTITUTIONAL RELATIONS

Improvement of Inter-institutional Relations	Two-year Programs	Four-year Programs
Yes	67.3% (74)	77.8% (14)
No	32.7% (36)	22.2% (4)
Total	100% (110)	100% (18)

Two- and four-year programs largely agreed on use of summer enrichment programs for curriculum development. One hundred twenty-six of 136 respondent two-year programs, or 92.6 per cent, report curriculum development as an appropriate goal. Of 24 respondent four-year programs, 23, or 95.8 per cent, report in favor of curriculum development. See Table 76.

Table 76.

SUMMER ENRICHMENT PROGRAMS FOR CURRICULUM DEVELOPMENT

Curriculum Development	Two-year Programs	Four-year Programs
Yes	92.6% (126)	95.8% (23)
No	7.4% (10)	4.2% (1)
Total	100% (136)	100% (24)

Both two- and four-year programs highly favored use of the summer enrichment functions for educational program development. Of 139 respondent two-year programs, 124 of 139, or 89.2 per cent, report favorably on educational program development, as did 18 of 21, or 85.7 per cent, of four-year programs. See Table 77.

Less interest in use of the summer enrichment function is expressed in regard to research methodology. Sixty-four of 104 respondent two-year programs, or 61.5 per cent, report favorably on research methodology as an appropriate function of summer institutes. Response from four-year programs is almost identical; 61.9

Table 77.

SUMMER ENRICHMENT PROGRAMS
FOR EDUCATIONAL PROGRAM DEVELOPMENT

Program Development	Two-year Programs	Four-year Programs
Yes	89.2% (124)	85.7% (18)
No	10.8% (15)	14.3% (3)
Total	100% (139)	100% (21)

per cent, or 13 of 21 respondents, report affirmatively on research methodology. See Table 78.

Table 78.

SUMMER ENRICHMENT PROGRAMS
FOR RESEARCH METHODOLOGY

Research Methodology	Two-year Programs	Four-year Programs
Yes	61.5% (64)	61.9% (13)
No	38.5% (40)	38.1% (8)
Total	100% (104)	100% (21)

More than one-half of both two- and four-year programs report that full-time faculty teach police training courses off-campus in law enforcement agency sponsored programs. Sixty-four of 104 respondent two-year programs, or 61.5 per cent, report such faculty activity as did 13 of 21, or 61.9 per cent, of four-year program respondents. See Table 79.

Table 79.

INSTITUTIONAL FACULTY TEACHING OFF-CAMPUS IN LAW ENFORCEMENT AGENCY SPONSORED PROGRAMS

Teaching Off-Campus	Two-year Programs	Four-year Programs
Yes	32.1% (54)	31.0% (9)
No	67.9% (114)	69.0% (20)
Total	100% (168)	100% (29)

Academic Qualifications of Faculty

Academic qualifications of full-time faculty were reported by 215 programs: 145 two-year, 68 four-year, and 2 graduate. Of 432 faculty members surveyed from these programs, Table 56 indicates that roughly 67.6 per cent of these are holders of masters degrees, and 23.6 per cent possess doctorates. Twenty-two per cent, or 97, of the faculty surveyed have taken their post-graduate work in legal studies.

In comparing the faculty of two-year programs with those of four-year programs (see Tables 57 and 58), it is clear that a greater proportion of post-graduate degree holders teach in the four-year programs.

Ten of 180 respondent two-year programs, or 5.6 per cent, and six of 30 respondent four-year programs, or 20 per cent, report "separate and distinct research components (independently staffed) in, or considered as a part of, or a support unit, to [their] law enforcement programs." See Table 80.

Table 80.

PROGRAM RESEARCH COMPONENTS

Have Component	Two-year Program	Four-year Program
Yes	5.6% (10)	20% (6)
No	94.4% (170)	80% (24)
Total	100% (180)	100% (30)

No data is available on these research components. However, eight of 169 respondent two-year programs, or 4.7 per cent, and 12 of 28 respondent four-year programs, report that "research [is] a basic factor in faculty promotion or determination of annual salary increments." See Table 81.

Table 81.

RESEARCH A FACTOR IN FACULTY PROMOTION OR DETERMINATION OF SALARY INCREMENTS

Research is a Factor	Two-year Programs	Four-year Programs
Yes	4.7% (8)	42.9% (12)
No	95.3% (161)	57.1% (16)
Total	100% (169)	100% (28)

Programs

This section of the report discusses basic aspects of law enforcement academic programs, and cites both similarities and differences.

Preparation for Level of Operation vis-a-vis Level of Administration

Of 137 two-year programs which report preparing students for entry in law enforcement primarily either at the level of operations or at the level of administration, 128, or 93.4 per cent, report the former. In contrast, only 55.5 per cent, or 10 of 18 respondent four-year programs, so report. Thus 44.5 per cent of the four-year programs report preparing students for entrance to the field at administrative levels whereas but 6.6 per cent of the two-year programs have this emphasis.

Preparation for Classes of Jurisdictions

Two-year programs report that but few of their students are being prepared for other than municipal, county, and state law enforcement agencies. Of 231 respondents, 142 place emphasis on preparation for municipal service, 35 for county service, and 32 for state service. Ten, however, place emphasis on federal service, six on campus agencies, and six have a focus other than those identified above. See Table 82 and 83.

Reporting of four-year programs closely follows that of two-year programs in regard to levels or kinds of jurisdictions for which students are prepared. See Tables 84 and 85.

Table 82.

REPORTING OF PROGRAM EMPHASIS ON JURISDICTIONS
TO BE SERVED BY GRADUATES: 231 TWO-YEAR INSTITUTIONS

Rank Order / Kind of Jurisdiction	1	2	3	4	5	6
Municipal	142	8	3	0	0	0
County	35	84	14	6	1	1
State	32	26	80	6	0	0
Federal	10	7	17	69	8	1
Campus	6	3	2	10	19	1
Other	6	2	2	5	13	3

Table 83.

RANK ORDER OF PROGRAM EMPHASIS ON JURISDICTIONS
TO BE SERVED BY GRADUATES: 231 TWO-YEAR INSTITUTIONS

Kind of Jurisdiction	Number of Programs	$\bar{x}$	Rank
Municipal	142	1.0915	1
County	35	1.9000	2
State	32	2.4166	3
Federal	10	3.5446	4
Other	6	3.8387	5
Campus	6	3.8780	6

Table 84.

REPORTING OF PROGRAM EMPHASIS ON JURISDICTIONS TO BE SERVED BY GRADUATES: 46 FOUR-YEAR PROGRAMS

Kind of Jurisdiction \ Rank Order	1	2	3	4	5	6
Municipal	25	0	1	1	1	0
County	7	9	4	3	0	0
State	6	7	11	1	0	0
Federal	5	6	1	8	1	0
Campus	2	0	1	2	3	1
Other	1	0	0	1	3	0

Table 85.

RANK ORDER OF PROGRAM EMPHASIS ON JURISDICTIONS TO BE SERVED BY GRADUATES OF 46 FOUR-YEAR PROGRAMS

Kind of Jurisdiction	Number of Programs	$\overline{x}$	Rank
Municipal	25	1.3214	1
County	7	2.1304	2
State	6	2.2800	3
Federal	5	2.7142	4
Campus	2	3.7777	5
Other	1	4.0000	6

Program Titles

The term Law Enforcement is most often used by both two- and four-year institutions: 75 of 180 reporting two-year programs, or 41.7 per cent, and 13 of 30 four-year programs, or 43.3 per cent. The term Police Science is used by 70 two-year institutions, or 38.8 per cent, whereas only two, or 6.7 per cent of the four-year institutions do so. Five of the two-year institutions, or 2.77 per cent, use the title Police Administration whereas four of the four-year institutions, or 13.3 per cent do so. Seven titles were listed in the questionnaire and 22, or 12.2 per cent, of the two-year programs use other titles; seven, or 23.3 per cent, of the four-year institutions also use other titles. See Table 86.

Table 86.

PROGRAM TITLES OF 180 TWO-YEAR
AND 30 FOUR-YEAR PROGRAMS

Program Titles	Two-Year Programs	Four-Year Programs
Law Enforcement	41.7% (75)	43.3% (13)
Police Science	38.9% (70)	6.7% (2)
Criminology	1.7% (3)	3.3% (1)
Criminalistics	0.6% (1)	0% (0)
Police Administration	2.8% (5)	13.3% (4)
Criminal Justice	1.6% (3)	10.0% (3)
Public Safety	0.6% (1)	0% (0)
Other	12.2% (22)	23.3% (7)

Organizational Placement of Law Enforcement Programs

The data received suggests a certain amount of inconsistency in organizational assignment of law enforcement programs within institutions of higher education. Many programs without independent departmental status are components of academic departments, such as political science and sociology, while others are attached to night schools or units of continuing education. Programs with departmental status may report to deans of such schools (or colleges) as social sciences or arts and sciences.

There is some evidence of relocation in the past and of a present interest in different organizational placement for law enforcement programs. Of 178 respondent two-year programs, 20, or 11.2 per cent, formerly had been attached to organizational units different from the ones in which they are now placed. Likewise, of 30 respondent four-year programs, 5, or 16.6 per cent formerly were attached elsewhere. See Table 87.

Table 87.

LAW ENFORCEMENT PROGRAMS WHICH HAVE BEEN RELOCATED WITHIN INSTITUTIONAL ORGANIZATIONAL STRUCTURES

Relocated Programs	Two-Year Programs	Four-Year Programs
Yes	11.2% (20)	16.6% (5)
No	88.8% (158)	83.3% (25)
Total Programs	100% (178)	100% (30)

Of 172 respondent two-year programs, 30, or 17.4 per cent, would like to be reassigned organizationally within their institutions.

Likewise, seven of 29 respondent four-year programs, or 24.1 per cent, would like to be reassigned. Preferences on reassignment were not identifiable. See Table 88.

Table 88.

LAW ENFORCEMENT PROGRAMS PREFERRING DIFFERENT ARRANGEMENTS WITHIN INSTITUTIONAL STRUCTURES

Preference to Relocate	Two-year Programs	Four-year Programs
Yes	17.47% (30)	24.1% (7)
No	82.6% (142)	75.9% (22)
Total Programs	100% (172)	100% (29)

Full- and Part-time Programs

With full-time programs being defined as those within which a two-year degree may be earned within two years, and a four-year degree within four years, 135 of 156 respondent two-year programs, or 86.5 per cent, classified themselves as full-time. Similarly, 25 of 27 respondent four-year programs, or 83.3 per cent, did so.

Special Services or Activities Available to Program Students

Internship was defined in the study as "a single term off campus, usually between the junior and senior years, working in a law enforcement agency, on a paid basis, developing a special competence in a particular area of interest such as budgeting, planning, or research." Twelve two-year programs report having such internships and 17 others are planning to provide them. Seven four-year programs report internships, with three others in proposal stages.

Field training was defined as "a block of time, usually one term or less, in which the student is an observer in the field of law enforcement, without compensation." Thirty two-year programs report having such field training and 22 others have proposed them. Eleven four-year programs now have field training while two others have them under consideration.

Work/Study was defined as "a program in which the student alternates terms, first on the campus, then in the field of law enforcement or related social agency, as a temporary employee of the agency." Sixteen two-year programs report work/study arrangements and 29 others report planning such programs. Six four-year programs report work/study arrangements, with two others in the proposal stage.

Of 66 two-year programs reporting one or more work/experience programs, 36, or 54.5 per cent, report that students prepare written evaluations of their work/experience activity. Of 13 four-year programs reporting one or more work/experience program, 100 per cent report that students prepare evaluation reports.

Thirty-nine of 171 respondent two-year programs, or 22.8 per cent, report an Honors College program available for law enforcement students. Eleven of 27 respondent four-year programs, or 40.7 per cent, similarly report. See Table 89.

Table 89.

AVAILABILITY OF HONORS COLLEGE

Honors College	Two-year Programs	Four-year Programs
Yes	22.8% (39)	40.7% (11)
No	77.2% (132)	59.3% (16)
Total	100% (171)	100% (27)

Of 179 respondent two-year programs, 87, or 48.6 per cent, report provision of tutoring service, without charge, to slow learners. Likewise, 36.7 per cent of 30 respondent four-year programs, or 11, report similarly. See Table 90.

Table 90.

PROVISION OF FREE TUTORING SERVICE FOR SLOW LEARNERS

Tutoring Services for Slow Learners	Two-year Programs	Four-year Programs
Yes	48.6% (87)	36.75% (11)
No	51.4% (92)	63.3% (19)
Total	100% (179)	100% (30)

Both two- and four-year programs report more frequently on provision of free tutoring service to the educationally disadvantaged. Ninety-eight of 178 respondent two-year programs, or 55.1 per cent, report provision of such service as do 16 of 30 four-year programs, or 53.5 per cent. See Table 91.

Table 91.

PROVISION OF FREE TUTORING SERVICE
FOR THE EDUCATIONALLY DISADVANTAGED

Tutoring Service for the Educationally Disadvantaged	Two-year Programs	Four-year Programs
Yes	55.1% (98)	52.3% (16)
No	44.9% (80)	46.7% (14)
Total	100% (178)	100% (30)

Special Services to Law Enforcement Agencies in Recruiting Assistance

Sixty-two of 74 respondent two-year programs, or 83.3 per cent, and 11 of 28 respondent four-year programs, or 39.3 per cent, maintain placement services for graduates. See Table 92.

Twenty-five of 171 respondent two-year programs, or 14.6 per cent, and seven of 27 four-year programs, or 25.9 per cent, give law enforcement agency entrance examinations on their campuses. See Table 93.

Table 92.

LAW ENFORCEMENT PROGRAM PROVISION OF PLACEMENT SERVICES

Placement Services	Two-year Programs	Four-year Programs
Yes	83.8% (62)	39.3% (11)
No	16.2% (12)	60.7% (17)
Total	100% (74)	100% (28)

Table 93.

ONE OR MORE LAW ENFORCEMENT AGENCY ENTRANCE EXAMINATIONS GIVEN ON CAMPUS

Examinations Given	Two-year Programs	Four-year Programs
Yes	14.6% (25)	25.9% (7)
No	85.4% (146)	74.1% (20)
Total	100% (171)	100% (27)

Interest and Cooperation of Law Enforcement Agencies

Law Enforcement agencies express their interest in and extend cooperation to educational efforts of their members in a variety of ways. The largest number do so by arranging work schedules to permit class attendance. It should be noted, in regard to the following text and four supporting tables, that affirmative responses do not indicate that all agencies in an area served by an institution of higher education provide the indicated type of support--only that one or more do so. One hundred thirty-nine, or 79.4 per cent, of 175 respondent two-year programs have students assisted in this way by their agencies. Likewise, 71.4 per cent of respondent four-year programs, or 20 of 28, report similarly. See Table 94.

Table 94.

ONE OR MORE LAW ENFORCEMENT AGENCY
PROVISION OF FIXED SHIFTS FOR EMPLOYEES

Fixed Shifts	Two-year Programs	Four-year Programs
Yes	79.4% (139)	71.4% (20)
No	20.6% (36)	28.6% (8)
Total	100% (175)	100% (28)

Ninety-seven of 151 respondent two-year programs, or 64.2 per cent, report agencies directly paying tuition or making tuition refunds for employees who have successfully completed college work for which agency payment may be applied. Seventeen of 28 four-year programs, or 60.1 per cent, reported similarly. See Table 95.

One hundred five of 155 respondent two-year programs, or 67.7 per cent, report that law enforcement agencies of their areas

Table 95.

ONE OR MORE LAW ENFORCEMENT AGENCY
PAYMENT OF TUITION FOR EMPLOYEES

Tuition Payment	Two-year Programs	Four-year Programs
Yes	64.2% (97)	60.1% (17)
No	35.8% (54)	39.9% (11)
Total	100% (151)	100% (28)

have provision for salary increments for employees who have successfully completed prescribed amounts of college course work. Fifty per cent, or 12 of 24 respondent four-year programs, report similarly in regard to salary increments. See Table 96.

Table 96.

ONE OR MORE LAW ENFORCEMENT AGENCY
PAYMENT OF SALARY INCREMENTS

Salary Increments	Two-year Programs	Four-year Programs
Yes	67.7% (105)	50% (12)
No	32.3% (50)	50% (12)
Total	100% (155)	100% (24)

Forty, or 32.5 per cent of 123 respondent two-year programs, report law enforcement agencies with provisions for extra points on promotional examinations for college course work successfully completed by employees. Ten of 25 respondent four-year programs, or 40 per cent, similarly report. See Table 97.

Table 97.

ONE OR MORE LAW ENFORCEMENT AGENCY
PROVISIONS FOR POINTS ON PROMOTIONAL EXAMINATIONS

Provision of Points	Two-year Programs	Four-year Programs
Yes	32.5% (40)	40% (10)
No	67.5% (83)	60% (15)
Total	100% (123)	100% (25)

Eighty-three of 170 respondent two-year programs, or 48.8 per cent, and 16 of 28 four-year programs, or 57.1 per cent, report that law enforcement agencies recruit on their campuses. See Table 98.

Table 98.

ONE OR MORE LAW ENFORCEMENT AGENCY
RECRUITING ON CAMPUSES

Agencies Recruit	Two-year Programs	Four-year Programs
Yes	48.4% (83)	57.1% (16)
No	51.2% (87)	42.9% (12)
Total	100% (170)	100% (28)

Course Offerings[2]

Five courses are found to have almost universal acceptance in two-year programs. With but slight difference in frequency of use, they are listed below in rank order of usage:

Introduction to Law Enforcement
Criminal Investigation
Criminal Law
Police Administration
Criminal Evidence and Procedures

At about a 50 per cent level of acceptance are courses titled Police Administration (Part II) and Defense Tactics.

In four-year programs, three courses have almost universal acceptance. These are:

Police Administration
Criminal Law
Criminal Investigation

At about a 50 per cent level of acceptance are four additional courses:

Administration of Justice
Juvenile Delinquency
Personnel Management
Patrol Procedures

Academic Requirements and Credits

Admission policies, credit and program requirements, course waiver provisions, and many other factors vary widely among law enforcement programs in institutions of higher education and are reported in this section.

Admission Requirements to Institutions

Significant differences in institutional admissions requirements exist between two- and four-year institutions for both state and out-of-state residents. Table 99 depicts admission requirements for state residents and Table 100 depicts requirements for out-of-state residents.

Table 99.

INSTITUTIONAL ADMISSIONS REQUIREMENTS FOR STATE RESIDENTS

Admissions Requirements	2-Year Programs		Totals	4-Year Programs		Totals
	Yes	No		Yes	No	
Graduates of accredited high schools are, ipso facto, eligible for admission	87.1% (155)	12.9% (23)	100% (178)	32.1% (9)	67.9% (19)	100% (28)
Applicants maintained a "C" average or better during high school	16.8% (27)	83.2% (134)	100% (161)	52.0% (13)	48.0% (12)	100% (25)
Applicants rank scholastically above a predetermined level in their high school class	4.3% (7)	95.7% (154)	100% (161)	51.9% (14)	48.1% (13)	100% (27)
Applicants achieve an acceptable composite on the American College Test or Scholastic Aptitude Test	32.9% (54)	67.1% (110)	100% (164)	81.5% (22)	18.5% (5)	100% (27)
G.E.D. diploma accepted in lieu of a regular high school diploma	90.0% (159)	9.1% (16)	100% (175)	92.6% (25)	7.4% (2)	100% (27)
Applicants present satisfactory character references or recommendations	35.8% (58)	64.2% (104)	100% (162)	44.4% (12)	55.6% (15)	100% (27)
Applicants undergo personal interviews	45.8% (77)	54.2% (91)	100% (168)	48.1% (13)	51.9% (14)	100% (27)
Applicants present for evaluation information concerning achievements prior to time of application	22.0% (35)	78.0% (124)	100% (159)	34.6% (9)	65.4% (17)	100% (26)
Applicants accumulate a predetermined minimum no. of college credits	19.0% (30)	81.0% (128)	100% (158)	34.6% (9)	65.4% (17)	100% (26)

Table 100.

INSTITUTIONAL ADMISSIONS REQUIREMENTS FOR OUT-OF-STATE RESIDENTS

Admissions Requirements	2-Year Programs		Totals	4-Year Programs		Totals
	Yes	No		Yes	No	
Graduates of accredited high schools are, ipso facto, eligible for admission	76.5% (124)	23.5% (38)	100% (162)	22.2% (6)	77.8% (21)	100% (27)
Applicants maintained a "C" average or better during high school	18.8% (28)	81.2% (121)	100% (149)	54.2% (13)	45.8% (11)	100% (24)
Applicants rank scholastically above predetermined level in their high school class	8.1% (12)	91.9% (137)	100% (149)	63.0% (17)	37.0% (10)	100% (27)
Applicants achieve an acceptable composite score on American College or Scholastic Aptitude Test	35.3% (54)	64.7% (99)	100% (153)	84.6% (22)	15.4% (4)	100% (26)
G.E.D. diploma accepted in lieu of a regular high school diploma	88.8% (142)	11.2% (18)	100% (160)	84.0% (21)	16.0% (4)	100% (25)
Applicants present satisfactory character references or recommendations	36.7% (55)	63.3% (95)	100% (150)	44.0% (11)	56.0% (14)	100% (25)
Applicants undergo personal interviews	45.8% (71)	54.2% (84)	100% (155)	48.3% (11)	57.7% (15)	100% (26)
Applicants present for evaluation information concerning achievements and extra-curricular activities prior to time of application	22.3% (33)	77.7% (115)	100% (148)	32.0% (8)	68.0% (17)	100% (25)
Applicants accumulate a predetermined minimum no. of college credits	17.7% (26)	82.3% (121)	100% (147)	32.0% (8)	68.0% (17)	100% (25)

Program Entrance and Credit Requirements

Most programs report that academic requirements for admission to their programs are the same as academic requirements of their institutions. Without describing differences, however, 10.2 per cent of two-year programs, or 17 of 166 respondents, and 10.7 per cent of four-year programs, or three of 28, report their academic requirements to be different from those of their institutions. See Table 101.

Table 101.

LAW ENFORCEMENT PROGRAMS WITH DIFFERENT ACADEMIC ENTRANCE REQUIREMENTS FROM THEIR INSTITUTIONS

Different Requirements	Two-year Programs	Four-year Programs
Yes	10.2% (17)	10.7% (3)
No	89.8% (149)	89.3% (25)
Total	100% (166)	100% (28)

Many programs mandate, or may impose, a variety of non-academic restrictions on applicants. They vary considerably between pre-service and in-service applicants and between men and women. Responses from four-year programs in regard to special program restrictions, however, were inadequate in numbers to be statistically meaningful. Therefore, the balance of this section, including supporting charts, reports only restrictions which are or may be imposed by two-year programs reporting on restrictions.

Two-year programs report slightly different restrictions for men and women, in both pre- and in-service categories, in regard to background investigations, police records checks, and physical/ medical tests. See Tables 102, 103, and 104.

Table 102.

BACKGROUND INVESTIGATIONS FOR PRE-SERVICE MEN
AND WOMEN REPORTED BY TWO-YEAR PROGRAMS

Background Investigation	Men	Women
Mandatory	43.4% (23)	40.4% (21)
Permissive	56.6% (30)	59.6% (31)
Total	100% (53)	100% (52)

Table 103.

POLICE RECORDS CHECKS FOR PRE-SERVICE MEN
AND WOMEN REPORTED BY TWO-YEAR PROGRAMS

Police Records Checks	Men	Women
Mandatory	56.1% (32)	54.3% (31)
Permissive	43.9% (25)	45.6% (26)
Total	100% (57)	100% (57)

Table 104.

PHYSICAL/MEDICAL TESTS FOR PRE-SERVICE MEN
AND WOMEN REPORTED BY TWO-YEAR PROGRAMS

Physical/Medical Tests	Men	Women
Mandatory	47.8% (22)	(19)
Permissive	52.2% (24)	(26)
Total	100% (46)	(45)

In addition to the above nonacademic restrictions, some two-year programs mandate, or may impose, requirements on applicants in regard to height, weight, and eyesight, to intelligence or aptitude, and to emotional stability. See Tables 105, 106, and 107.

Table 105.

HEIGHT/WEIGHT/EYESIGHT TESTS FOR
APPLICANTS REPORTED BY TWO-YEAR PROGRAMS

Height/Weight/Eyesight Tests

Mandatory	38.8% (19)
Permissive	61.2% (30)
Total	100% (49)

Table 106.

INTELLIGENCE OR APTITUDE TESTS FOR
APPLICANTS REPORTED BY TWO-YEAR PROGRAMS

Intelligence or Aptitude Tests

Mandatory	38.8%	(19)
Permissive	61.2%	(30)
Total	100%	(49)

Table 107.

EMOTIONAL STABILITY TESTS FOR APPLICANTS
REPORTED BY TWO-YEAR PROGRAMS

Emotional Stability Tests

Mandatory	8.9%	(4)
Permissive	91.1%	(41)
Total	100%	(45)

A high percentage of both two- and four-year programs report trends to lessen or remove rigid course requirements. See Table 108.

Table 108.

A TREND TO LESSEN OR REMOVE RIGID COURSE REQUIREMENTS

Trend	Two-year Programs	Four-year Programs
Yes	61.2% (104)	86.2% (25)
No	38.8% (66)	13.8% (4)
Total	100% (170)	100% (29)

Law Enforcement Credits Required in Majors

A comparison of credits required for an associate in arts degree vis-a-vis an associate in science degree, as well as a comparison of credits required for a bachelor of arts vis-a-vis a bachelor of science degree, shows, on an average, that the science degrees require more law enforcement credits than the arts degrees. See Table 109.

Table 109.

COMPARISON OF AVERAGE NUMBER OF CREDITS
REQUIRED FOR ARTS DEGREES AND SCIENCE DEGREES

	Semester Systems Hours Required	Quarter Systems Hours Required
Associate in Arts	23.8	35.3
Associate in Science	25.1	41.5
Bachelor of Arts	31.8	42.0
Bachelor of Science	34.8	45.4

With the exception of the Associate in Science degree, the average law enforcement academic workload is heavier for students within semester systems than within quarter systems. This means that law enforcement students within semester systems have less time available for other studies than do students within quarter systems. See Table 110.

Table 110.

COMPARISON OF ACTUAL WORK LOADS OF STUDENTS WITHIN SEMESTER SYSTEMS VIS-A-VIS STUDENTS WITHIN QUARTER SYSTEMS

	Hours Required in Semester Systems Converted to Quarter Hours	Quarter Systems Hours Required
Associate in Arts	35.7	35.3
Associate in Science	37.6	41.5
Bachelor of Arts	47.7	42.0
Bachelor of Science	52.2	45.4

A similar comparison of law enforcement academic hours required within semester and quarter systems for master students shows a greater emphasis on law enforcement courses in the former in relation to the latter. See Table 111.

Table 111.

COMPARISON OF CREDIT HOUR AND ACTUAL WORK LOADS OF MASTERS STUDENTS IN SEMESTER VIS-A-VIS QUARTER SYSTEMS

Average Number of Semester Hours Required	Average Number of Quarter Hours Required	Average Semester Hours Converted to Quarter Hours
22.7	23.7	33.1

Non-law Enforcement Majors and Law Enforcement Courses

Eighty of 175 respondent law enforcement two-year programs, or 45.7 per cent, have one or more courses which are restricted to law enforcement majors and which, thus, may not be taken by other students in other programs of the institution. Twelve of 30 respondent four-year programs, or 40 per cent, also have such courses. See Table 112.

Table 112.

LAW ENFORCEMENT PROGRAMS WITH
COURSES RESTRICTED TO THEIR OWN MAJORS

Courses Restricted	Two-year Programs	Four-year Programs
Yes	45.7% (80)	40% (12)
No	54.3% (95)	60% (18)
Total	100% (169)	100% (27)

Seventy-four of 169 respondent two-year programs, or 43.3 per cent, and seven of 27 four-year programs, or 25.9 per cent, report affirmatively that one or more law enforcement courses should be restricted to their majors. See Table 113.

Forty-four, or 25.4 per cent, of 173 respondent two-year programs, report one or more courses which must be taken by students in other major areas of study. Sixteen, or 55.2 per cent, of 29 respondent four-year programs similarly report. See Table 114.

Table 113.

LAW ENFORCEMENT PROGRAMS APPROVING RESTRICTION OF CERTAIN COURSES TO THEIR MAJORS

Approve Restrictions	Two-year Programs	Four-year Programs
Yes	43.8% (74)	25.9% (7)
No	56.2% (95)	74.1% (20)
Total	100% (169)	100% (27)

Table 114.

LAW ENFORCEMENT COURSES WHICH MUST BE TAKEN BY STUDENTS IN OTHER MAJOR AREAS OF STUDY

Courses Must Be Taken	Two-year Programs	Four-year Programs
Yes	25.4% (44)	55.2% (16)
No	74.6% (129)	44.8% (13)
Total	100% (173)	100% (29)

Sixty-three of 171 respondent two-year programs, or 36.8 per cent, and 10 of 28 four-year programs, or 35.7 per cent, report that one or more law enforcement courses should be required of all students of their colleges or universities. See Table 115.

Sixty-five of 149 two-year programs, or 43.6 per cent, and 13 of 25 four-year programs, or 52 per cent, favor requiring one or

Table 115.

LAW ENFORCEMENT PROGRAMS FAVORING INSTITUTION-WIDE REQUIREMENT OF ONE OR MORE LAW ENFORCEMENT COURSES

Favor Requirement	Two-year Programs	Four-year Programs
Yes	36.8% (63)	35.7% (10)
No	63.2% (108)	64.3% (18)
Total	100% (171)	100% (28)

more law enforcement courses for students in certain other academic units or programs, but not institution-wide. See Table 116.

Table 116.

LAW ENFORCEMENT PROGRAMS FAVORING REQUIREMENT OF ONE OR MORE LAW ENFORCEMENT COURSES FOR STUDENTS IN CERTAIN OTHER AREAS OF STUDY

Favor Requirement	Two-year Programs	Four-year Programs
Yes	43.6% (65)	52% (13)
No	56.4% (84)	48% (12)
Total	100% (176)	100% (30)

Eighty-seven of 176 respondent two-year programs, or 49.4 per cent, and 23 of 30 respondent four-year programs, or 76.7 per cent, report that they have one or more courses which may be taken by students in other major fields of study to satisfy their own major requirements. See Table 117.

Table 117.

LAW ENFORCEMENT COURSES WHICH MAY BE TAKEN BY OTHER STUDENTS TO SATISFY REQUIREMENTS OF THEIR MAJORS

Courses May Be Taken	Two-year Programs	Four-year Programs
Yes	49.4% (87)	76.7% (23)
No	50.6% (89)	23.3% (7)
Total	100% (176)	100% (30)

One hundred fifty-one, or 84.3 per cent, of 178 respondent two-year programs, report one or more courses which may be taken by non-law enforcement majors to satisfy elective requirements in their own degree programs. Twenty-eight, or 93.3 per cent, of 30 respondent four-year programs similarly report. See Table 118.

Table 118.

LAW ENFORCEMENT COURSES WHICH MAY BE TAKEN BY OTHER STUDENTS TO SATISFY ELECTIVE REQUIREMENTS

Courses May Be Taken	Two-year Programs	Four-year Programs
Yes	84.8% (151)	93.3% (28)
No	15.2% (27)	6.7% (2)
Total	100% (178)	100% (30)

One hundred one of 179 respondent two-year programs, or 56.4 per cent, and 19 of 29 respondent four-year programs, or 65.5 per cent, report credit may be given for courses by examinations. See Table 119.

Table 119.

CREDIT BY EXAMINATION FOR LAW ENFORCEMENT COURSES

Credit by Examination	Two-year Programs	Four-year Programs
Yes	56.4% (101)	65.5% (19)
No	43.6% (78)	34.5% (10)
Total	100% (179)	100% (29)

Eighty-nine, or 49.4 per cent, of 180 respondent two-year programs, report courses may be waived for law enforcement in-service experience, as well as seven, or 23.3 per cent, of respondent four-year programs. See Table 120.

Table 120.

PROVISION BY LAW ENFORCEMENT PROGRAMS FOR WAIVING COURSES BASED ON IN-SERVICE EXPERIENCE

Credit May Be Given	Two-year Programs	Four-year Programs
Yes	49.4% (89)	23.3% (7)
No	50.6% (91)	76.7% (23)
Total	100% (180)	100% (30)

Seventy-nine, or 53.7 per cent, of 147 respondent two-year programs report giving credit for training courses, as well as 12, or 50 per cent, of 24 respondent four-year programs. See Table 121.

Table 121.

LAW ENFORCEMENT PROGRAMS GIVING CREDIT FOR TRAINING COURSES

Give Credit	Two-year Programs	Four-year Programs
Yes	53.7% (79)	50% (12)
No	46.3% (68)	50% (12)
Total	100% (147)	100% (24)

Respondents were asked to give data on several sources of training for which credit is given. The following seven tables reflect these data.

Table 122.

TRAINING CREDIT OFFERED BY RESPONDENT PROGRAMS

Credit Given	Two-year Programs	Four-year Programs
Yes	65.7% (65)	29.6% (4)
No	34.3% (34)	71.4% (10)
Total	100% (99)	100% (14)

Table 123.

CREDIT GIVEN FOR BASIC RECRUIT TRAINING COURSES GIVEN BY POLICE OR OTHER ACADEMIES

Credit Given	Two-year Programs	Four-year Programs
Yes	55.4% (56)	58.8% (10)
No	44.6% (45)	41.2% (7)
Total	100% (101)	100% (17)

Table 124.

CREDIT GIVEN FOR COURSES AT THE SOUTHERN POLICE INSTITUTE

Credit Given	Two-year Programs	Four-year Programs
Yes	25.3% (19)	42.8% (6)
No	74.7% (56)	57.1% (8)
Total	100% (75)	100% (14)

Table 125.

CREDIT GIVEN FOR COURSES AT THE NORTHWESTERN UNIVERSITY TRAFFIC INSTITUTE[3]

Credit Given	Two-year Programs	Four-year Programs
Yes	33.3% (27)	25% (3)
No	66.7% (54)	75% (9)
Total	100% (81)	100% (12)

Table 126.

CREDIT GIVEN FOR COURSES AT THE FEDERAL BUREAU OF INVESTIGATION NATIONAL ACADEMY

Credit Given	Two-year Programs	Four-year Programs
Yes	36.1% (31)	42.8% (6)
No	63.9% (55)	57.2% (8)
Total	100% (86)	100% (14)

Table 127.

CREDIT GIVEN FOR COURSES AT CERTIFIED POLYGRAPH SCHOOLS

Credit Given	Two-year Programs	Four-year Programs
Yes	10.1% (8)	15.4% (2)
No	89.9% (71)	34.6% (11)
Total	100% (79)	100% (13)

Table 128.

CREDIT GIVEN FOR COURSES AT THE FORT GORDON MILITARY POLICE SCHOOL

Credit Given	Two-year Programs	Four-year Programs
Yes	14.1% (11)	15.4% (2)
No	85.9% (67)	84.6% (11)
Total	100% (78)	100% (13)

Eighty-one of 173 respondent two-year institutions, or 49.7 per cent, and seven of 30 respondent four-year institutions, or 23.3 per cent, report a requirement of state law or policy to accept, for transfer, all course credits (assuming satisfactory grades) from all other accredited institutions within their states. See Table 129.

Table 129.

INSTITUTIONS REQUIRED TO ACCEPT TRANSFER CREDITS FROM ALL OTHER ACCREDITED INSTITUTIONS WITHIN THEIR STATES

Required to Accept Credits	Two-year Institutions	Four-year Institutions
Yes	49.7% (86)	23.3% (7)
No	50.3% (87)	76.7% (23)
Total	100% (173)	100% (30)

Eighty-eight of 121 respondent two-year programs, or 72.7 per cent, and 17 of 22 respondent four-year, or 77.3 per cent, report that the program director or program admissions committee decides the acceptability of transfer credits as they apply to the program's specialized field. See Table 130.

Seventy-three of 156 respondent two-year programs, or 46.8 per cent, report more problems in law enforcement course credit transfers from two-year to four-year programs than in other areas. Sixteen of 29 respondent four-year programs, or 55.2 per cent, report similarly. See Table 131.

Table 130.

ACCEPTABILITY OF TRANSFER CREDITS DETERMINED BY PROGRAM DIRECTOR OR PROGRAM ADMISSIONS COMMITTEE

Acceptability by Director or Admissions Committee	Two-year Programs	Four-year Programs
Yes	72.7% (88)	77.3% (17)
No	27.3% (33)	22.7% (5)
Total	100% (121)	100% (22)

Table 131.

PROBLEMS OF TRANSFER OF LAW ENFORCEMENT COURSE CREDITS FROM TWO-YEAR TO FOUR-YEAR PROGRAMS

More Problems	Two-year Programs	Four-year Programs
Yes	46.8% (73)	55.2% (16)
No	53.2% (83)	44.8% (13)
Total	100% (156)	100% (29)

Respondent programs rank ordered four identified reasons for difficulty in transferring law enforcement credits from two-year programs to four-year programs. See Table 132.

More than two-thirds of two-year programs report library materials adequate to their need in contrast to only one-half of the four-year programs. One hundred twenty-one, or 68.8 per cent,

Table 132.

PROBLEM AREAS INVOLVED IN TRANSFERRING LAW ENFORCEMENT COURSE CREDITS FROM TWO-YEAR TO FOUR-YEAR PROGRAMS

Problem Areas	Rank Order by Two-year Programs	Rank Order by Four-year Programs
Some courses given by two-year law enforcement programs are considered unacceptable by four-year program directors	1	2
Goals of some two-year and four-year law enforcement programs are not compatible	2	1
Students take two-year terminal programs and later attempt to continue for B.A. or B.S. degrees	3	3
Program counselling seems to be inadequate	4	4

of 176 respondent two-year programs so report in contrast to 50 per cent, or 14 of 28 respondent four-year programs. See Table 133.

Table 133.

ADEQUACY OF LIBRARY MATERIALS AVAILABLE TO PROGRAMS

Adequate	Two-year Programs	Four-year Programs
Yes	68.8% (121)	50% (14)
No	31.2% (55)	50% (14)
Total	100% (176)	100% (28)

One hundred twenty-seven of 177 reporting two-year programs, or 71.8 per cent, report adequate copies of basic law enforcement library materials whereas only 37.9 per cent, or 11 of 18, of four-year programs similarly report. See Table 134.

Table 134.

ADEQUACY OF MULTIPLE COPIES OF LIBRARY MATERIALS

Adequate	Two-year Programs	Four-year Programs
Yes	71.8% (127)	37.9% (11)
No	28.2% (50)	62.1% (18)
Total	100% (177)	100% (29)

Future Considerations of Concern to Programs

A high percentage of both two- and four-year programs report that it would be helpful to have available consultants in the field of law enforcement higher education. One hundred thirty-four of 177 respondent two-year programs, or 75.7 per cent, and 23 of 27 respondent four-year programs, or 85.2 per cent, favor having such services available. See Table 135.

Sixty-five of 107 respondent two-year programs, or 60.7 per cent, report favoring a governmental agency selecting and providing consultants to programs. In contrast, but 35.3 per cent, or six of

Table 135.

VALUE IN HAVING CONSULTANTS AVAILABLE TO PROGRAMS

Consultant Service Should Be Available	Two-year Programs	Four-year Programs
Yes	75.7% (134)	85.2% (73)
No	24.3% (43)	14.8% (4)
Total	100% (177)	100% (27)

seventeen four-year programs, favor consulting assistance so provided. See Table 136.

Table 136.

GOVERNMENT AGENCY SELECTION AND PROVISION OF CONSULTANTS

Favor	Two-year Programs	Four-year Programs
Yes	60.7% (65)	35.3% (6)
No	39.3% (42)	64.7% (11)
Total	100% (107)	100% (17)

More than 90 per cent of both two- and four-year programs would like to see a government agency providing funds for consultative service with consultant selection made by individual programs. One hundred eight, or 90.8 per cent, of 119 respondent two-year programs and 23 of 25 four-year programs, or 92.0 per cent, so report. See Table 137.

Table 137.

GOVERNMENT AGENCY PROVISION OF FUNDS
FOR CONSULTATIVE SERVICES

Favor Provisions	Two-year Programs	Four-year Programs
Yes	60.7% (65)	35.3% (6)
No	39.3% (42)	64.7% (11)
Total	100% (107)	100% (17)

Both two- and four-year programs highly favor use of consultants for curriculum development and program evaluation. One hundred twelve, or 91.1 per cent, of respondent two-year programs report favorably on consultative assistance on curriculum development as do 20 of 22, or 90.9 per cent, of respondent four-year programs. Likewise, 113 of 119, or 95.0 per cent, of respondent two-year programs and 20 of 21 four-year programs, or 95.2 per cent, similarly report in favor of assistance with program evaluation. See Tables 138 and 139.

Table 138.

CONSULTATIVE SERVICES FOR CURRICULUM DEVELOPMENT

Favor Assistance	Two-year Programs	Four-year Programs
Yes	91.1% (112)	90.9% (20)
No	8.9% (11)	9.1% (2)
Total	100% (123)	100% (22)

Table 139.

CONSULTATIVE ASSISTANCE FOR PROGRAM EVALUATION

Favor Assistance	Two-year Programs	Four-year Programs
Yes	95.0% (113)	95.2% (20)
No	5.0% (6)	4.8% (1)
Total	100% (119)	100% (21)

Wide variation was discovered between two- and four-year programs on the use of consultative assistance in faculty selection. Thirty-four of 70 respondent two-year institutions, or 48.6 per cent, and 14 of 17 respondent four-year programs, or 82.4 per cent, favor such consultative assistance. See Table 140.

Table 140.

CONSULTATIVE ASSISTANCE FOR FACULTY SELECTION

Favor Assistance	Two-year Programs	Four-year Programs
Yes	48.6% (34)	82.4% (14)
No	51.4% (36)	17.6% (3)
Total	100% (70)	100% (17)

Both two- and four-year programs strongly report favoring a nationwide reporting of law enforcement information from which each could draw data of interest to it. One hundred sixty-one of 172 respondent two-year programs, or 93.6 per cent, and 27 of 28 respondent four-year programs, or 96.4 per cent, indicated an interest. See Table 141.

Table 141.

A NATIONWIDE REPORTING OF LAW ENFORCEMENT EDUCATION INFORMATION

Favor Reporting	Two-year Programs	Four-year Programs
Yes	93.6% (161)	96.4% (27)
No	6.4% (11)	3.6% (1)
Total	100% (172)	100% (28)

Recipients of questionnaires were asked, "in your opinion, is there a need for an association of institutions of higher learning engaged in the criminal justice field, with a small paid staff of educators, which would be concerned with standards, the development of teaching materials, dissemination of information including job opportunities (faculty and field) and so on?" One hundred thirty-eight of 166 respondent two-year programs, or 83.1 per cent, and 23 of 27 four-year programs, or 85.2 per cent, report such a need. See Table 142.

One hundred ten of 141 respondent two-year programs, or 78 per cent, and 22 of 26 respondent four-year programs, or 84.6 per cent, report that their institutions "would be likely to join [an association of institutions of higher learning] on a paid-membership basis." See Table 143.

Table 142.

NEED FOR AN ASSOCIATION OF INSTITUTIONS OF
HIGHER LEARNING ENGAGED IN CRIMINAL JUSTICE EDUCATION

Need for Institutions	Two-year Programs	Four-year Programs
Yes	83.1% (138)	85.2% (23)
No	16.9% (28)	14.8% (4)
Total	100% (166)	100% (27)

Table 143.

FINANCIAL SUPPORT OF AN ASSOCIATION OF
INSTITUTIONS OF HIGHER LEARNING

Likely to Support	Two-year Programs	Four-year Programs
Yes	78% (110)	84.6% (22)
No	22% (31)	15.4% (4)
Total	100% (141)	100% (26)

CHAPTER VI: NOTES

[1] Data on full-time faculty received from respondent law enforcement programs was unclear. It is apparent, however, that the above figure of 432 does not include all full-time faculty. It may be a reasonable assumption that more complete returns would show a higher percentage of faculty without either masters or doctoral degrees.

[2] A review of catalogues obtained from respondent programs, including those at two-year, four-year, and graduate levels, served to identify 380 course titles (see Appendix F). Many of these could be placed in generic groupings, and it is these groupings which are reflected in the courses listed above in the text.

[3] Data received prior to granting of academic credit for course work by Northwestern University, Fall term, 1971.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

Generally, it may be concluded from analysis of data received from respondent programs that a level of maturity has not yet been reached in law enforcement/criminal justice education comparable to that of more established disciplines. Notable exceptions are to be found throughout the country, but cannot be grouped by geographical areas, type of college or university, or other identifiable factors. They reflect, rather, individual institutional maturity and, importantly, program and other faculty orientation and perspective of academic goals, objectives, and processes. Perhaps these examples of growing maturity are best considered as harbingers of the future.

Recommendations contained in this chapter evolve in two ways. In one, they arise from consensus or substantial support of potential for change where respondents were requested to express themselves in regard to different courses of action which might be adopted by individual programs or throughout the criminal justice education "system." In the other, they arise from the considered judgment of the study staff following evaluation of data which suggested to it program inadequacies. In the balance of this chapter consideration is given to basic conclusions and significant recommendations.

Police Training

Police training was not originally, nor did it develop into, a major focus of this study. Nonetheless, because much police training is offered on college and university campuses, and because many institutions give some academic credit for successful completion of training efforts, sufficient attention was given to police training to make discussion of it an integral part of this report.

Two specific aspects of training were considered by the study staff. One is the actual provision of police training by educational programs, and to a lesser degree simply the use of campus physical facilities by other agencies for training purposes. The other consists of the circumstances under which academic credit is given, or should be given, for training.

Campus-based Training

No program respondent suggested that the provision of police training by colleges or universities, or the use of campus physical facilities for training purposes by other agencies, was in any way incompatible with the roles of institutions of higher education.

It is recommended that the many institutions now providing, or making provision for, training for police continue, and perhaps expand their participation, and that institutions not now doing so give serious consideration to planned programs in police training.

It is further recommended, however, that training be handled by a component of the institution not directly respondible for the academic program. An appropriate unit would be a center, school, or division of continuing education, or a bureau or center of government. Liaison between the program and the unit offering the training should be close and, under appropriate circumstances, academic faculty could serve as instructors. It is important that the program build and maintain its academic position, independence, and integrity, as well as its acceptance and status in the broader academic community. Goals of training and academic programs, though compatible and mutually supportive, can best be attained if the functions, staff, and faculty are not commingled.

Academic Credit for Training

If the basic goal of institutions of higher learning is to provide society with educated persons, credit given for non-academic work is contraproductive in that, while it may provide some peripheral and even essential skills, it dilutes the academic content and value of the educational program. Practices among academic institutions for granting such credit vary widely from one to another, though practices have some similarity among two-year programs as well as among four-year programs. It is not uncommon, though by no means universal, for two-year programs to give complete, that is hour-for-hour, credit for even basic recruit training. In contrast, even the prestigious Northwestern University Traffic Institute, which has been in operation for almost 40 years, only achieved the granting of credit for portions of its work by its parent university in 1971. It should be noted, however, that some other colleges and universities have given some credit for training at the Traffic Institute for many years.

It is recommended, therefore, that training per se not be given academic credit at institutions of higher learning in either two- or four-year programs. This suggestion in no way denies credit for academic units of instruction which are contained in training programs. Thus, for example, if a faculty member offers a course in human relations in a training program which is counterpart to an academic course of the same nature, it may be given full credit. The Kent State University Center for State and Local Government presently offers a 528-hour training program which is accepted by the Ohio Peace Officers Training Council to provisionally certify graduates having successfully completed the requirements of the state's basic Peace Officers 240 hour program. In addition, there are 288 hours of specialized training in campus security. Certification moves from provisional to regular on the appointment of a graduate to an appropriate law enforcement agency in the state. This program offers such courses as Introduction to Law Enforcement and Criminal Law which are counterparts of academic courses taught by regular faculty, and for which full academic credit is given.

Credit by Experience

It is equally inappropriate to grant academic credit for experience within law enforcement agencies. In spite of this, a number of two-year programs and a very few four-year programs do give blocks of academic credit for such experience. It is recommended that all institutions of higher learning abandon the practice of permitting substitution of experience for academic work or the direct granting of academic credit for it.

Credit by Examination

Almost all educational institutions have provisions for waiving, or giving credit to, academic courses by examination. Thus, if a person's prior training and/or experience has provided him a kind and level of knowledge commensurate with the education content of an academic course, he should be permitted to take an examination which may qualify him to be granted either a waiver or credit for a particular course. Waiving a course is distinguished from granting credit for a course in that it simply removes the requirement for taking it rather than providing the student credit for it.

The Educated Police: Rationale

All the agencies within the criminal justice system suffer today from public ambivalence in regard to their goals. Some believe the police, for example, should be primarily enforcers of laws and sanctions that society prescribes through the legislative process at federal, state and local levels; this is perceived by many as a largely negative role. Others believe they should be developers of programs of assistance within concepts of more positive roles. This latter view sees employers within the criminal justice system as those to whom responsibility is given to provide assistance, through a variety of techniques, to the people who are in need of it. The position is based on their perceptions of both actual and apparent imperfections of society and individuals--imperfections which tend to be aggravated in a highly industrialized, densely populated, heterogeneous, and pluralistically value-oriented society.

There is public ambivalence about the type of individual necessary to execute the functions of the many criminal justice agencies. Thus, some believe that the functions can best be accomplished by ministerial officers who are superbly trained in appropriate skills. Response of agency personnel to even complex situations, in this context, is based almost totally on skills previously learned. Others, however, believe that agency personnel must be able to exercise responsible and intelligent discretion in complex conflict situations if the ends of justice are to be met.

There is ambivalence, as well, in regard to scope of responsibilities and the relationships of agencies within the criminal justice system. Some recognize that, even though a criminal justice system seems to exist, goals of individual agencies, as well as of criminal justice sub-systems, are ill-defined at best, and at worst are in conflict, often with one goal being counterproductive to the attainment of another. This, in turn, leads to consideration of the various agencies within the system in isolation from other agencies and subsystems. Others, while not denying the reality of present system fragmentation, insist on developing viable interrelationships among all components within the system and within, as well the larger system of social control.

There clearly is recognition that these ambivalences exist and, perhaps, that they constitute a major ingredient of the dilemma of justice education. Most clear, however, is recognition of the need for educated agency personnel if they are to perform well in a complex society. This recognition both follows and complements, however, earlier recognition of the need for training; both are important, and neither is, in itself, sufficient to respond to demonstrated needs.

Educators, practitioners, and the public alike are largely in agreement on the need for educated police personnel and, by simple extension to personnel in other agencies, in other justice sub-systems. For example, a statement adopted in 1966 by the International Association of Police Professors (now the Academy of Criminal Justice Sciences) said, in part:

> Some forty years ago, Alfred North Whitehead made a statement which can well serve as a point of departure for the education of police officers. He pointed out that, "There can be no adequate technical education which is not liberal and no liberal education which is not technical; that is, no education which does not impart both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well. This intimate union of practice and theory aids both." This suggests two answers to the question, "How do you educate policemen?" One is, "Teach them the practices, techniques, needs and milieu of police work." But the other answer is, "Like anyone else." Policemen, as well as engineers, scholars and administrators, need "intellectual vision." One can justify requiring art, music, literature, on the grounds that a policeman, in his work, sees so much of the seamy side of humanity that he should

have some acquaintance with the sublime and noble products of the human spirit in order to keep his sanity, balance and judgment. But these are not the real justifications; rather we justify the requirements of liberal arts in law enforcement education on the grounds that they contribute in ways for which no substitute has been found, to the development of men as thinking, critical, creative beings, with an awareness of their relations to the whole of mankind. We do this in the faith that this type of man is a better man--whatever occupation he pursues. This faith is not that any educated man is better than any uneducated man, but rather that any man with education is better than that man without it. Although the primary purpose of education is the development of the intellectual capacity and judgment of students, we are also concerned about the technical aspects of education for law enforcement. Here we must acknowledge that the field of "police science" is an undeveloped field of study which is in its infancy. The development of this field of study along with the rapid expansion of police education and the drive towards the professionalization of the occupation put a heavy burden upon the institutions which undertake this type of education. It does not concern us greatly that we are teaching a subject which is relatively undeveloped, for the traditional method of developing fields of study into academic disciplines is through the process of teaching them. The critical analysis and examination of the information, doctrines, theories, and practices, through the interplay of ideas between faculty and students, is an essential part of the process of expanding knowledge. But it does pose an additional problem for the institutions engaging in police education for they must consciously develop the field of study that they teach. At present, the field of "police science" needs to be enhanced by scholarship. Programs of police education must be planned and staffed so as to recognize this lack and to assume the responsibility for developing scholarship in the field as a responsibility equal to that of teaching.

Further, the transformation of the United States from a rural to an urban society, the tremendous social problems resulting from herding people together in vast conglomerations around urban centers, the rapid acceleration of the drive for equality, the breakdown of many of our institutions which have heretofore maintained social stability, pose problems for police which are greater in both magnitude and complexity than those which they have faced before. We believe they demand changes in some of our approaches to police work. They require an increasing knowledge of the

> social sciences, especially psychology and sociology, and they require the capacity to adapt an array of technological devices to police work. Furthermore, it seems that at least the larger police departments of this country will not be able to escape the trend toward increasing specialization which is characteristic of virtually all other occupations in American society. This means that law enforcement education programs must be planned so that they include a hard core of work in the law enforcement field for all law enforcement officers, plus the opportunity to develop special skills within this broad field.
>
> Education and the development of knowledge and scholarship require certain habits of thought and the development of the capacity for critical analysis. Education also requires freedom of thought and discussion, critical analysis and the willingness to entertain for purposes of discussion, any idea--no matter how unorthodox or contrary to existing practice. Only by doing so can the full creativity of the human mind be released and developed. Consequently, in the classroom, no aspect of any topic of study, no aspect of the policies and practices of police departments anywhere are sacrosanct. In the classroom they are all subject to critical analysis and review--by teacher and student. The assumption must be that police departments are human institutions in a rapidly changing society, which like all other institutions, must constantly adapt and modify and that this is the best process we have yet devised for developing people with sufficient imagination and creativity to cope with these needs.[1]

The implication of this statement is clear--a liberal education is mandatory for the police careerist. American law enforcement agencies must come to a full recognition of this and support it as a matter of policy. Likewise, American colleges and universities must be fully responsive to the need. Quinn Tamm, executive director of the International Association of Chiefs of Police states:

> It is nonsense to state or to assume that the enforcement of the law is so simple that it can be done best by those unencumbered by the study of the liberal arts. The man who goes into our streets in hopes of regulating, directing, or controlling human behavior must be armed with more than a gun and the ability to perform mechanical movements in response to a situation. Such men as these engage in the difficult,

> complex and important business of human behavior. Their intellectual armament--so long restricted to the minimum--must be no less than physical prowess and protection.[2]

The prestigious President's Commission on Law Enforcement and Administration of Justice, in its Task Force Report: The Police, states:

> Although there is need for vocational training, it is not and cannot be a substitute for a liberal arts education.... The complex responsibilities and duties of police work require that field personnel understand their community and conditions which breed criminal and delinquent conduct. This understanding can best be gained through a liberal education.[3]

Richard Myren clearly puts into focus the relationship of education to the career police officer:

> 1. Agency components of the criminal justice system can no longer be allowed to operate in isolation from one another with little or no concern for the impact of the operations of one agency on those of others in the same system; and
>
> 2. An understanding of human beings and the society in which they live, with particular emphasis on the origins and significance of deviant behavior, is of fundamental importance to all criminal justice system careerists.
>
> In addition, the accelerated rate of social and technological change in society generally has brought home to higher education the futility of emphasizing the facts and skills of today and the importance instead of equipping young men and women with the understanding necessary to adapt to change and the modes of thought necessary to solve new kinds of problems.[4]

It is the view of the study staff that a sound case has been clearly made for appropriate education for police personnel. The balance of this chapter discusses important aspects of the educative process.

The Program Unit

College and university programs in law enforcement/criminal justice vary widely in their focus and objectives, in program title or name designations, and in their placement within parent institutions. It is the purpose of this section to clarify ambiguities and inconsistencies and to make appropriate recommendations.

Program Titles

As reported in Chapter V, 41.7 per cent of respondent two-year institutions and 43.3 per cent of four-year programs are using the program title of Law Enforcement. Likewise, 38.9 per cent of the two-year programs and 6.7 per cent of the four-year programs report the title Police Science. Police Administration, as a title, is reported by 2.8 per cent of two-year programs and by 13.3 per cent of the four-year programs, and Criminal Justice by 1.6 per cent of two-year programs and 10.0 per cent of four-year programs. Thus, only 15 per cent of two-year programs and 26.7 per cent of four-year programs use titles other than the four identified.[5]

It is worth noting that The Random House Dictionary of the English Language defines a criminalist as "1. an expert in criminal law, 2. one who studies or practices criminology; criminologist;" likewise, the word criminalistics is defined as "the science dealing with the detection of crime and the apprehension of criminals." Certainly this is not the definition commonly understood or used by most educators or practitioners in the law enforcement area. These definitions illustrate present confusion and uncertainty surrounding "labelling" both within and without the academic community.

The federal government uses the agency title Law Enforcement Assistance Administration, in a generic sense, to include the police, courts, and corrections. However, it is believed that most people equate the term law enforcement only with the police and the police role. A phrase becoming more commonly used in the same frame of reference as the federal government's use of the word law enforcement, and indicating both a process and a relationship, is criminal justice.

Although it may be presumptuous to do so within the context of this report, it is recommended that the federal agency title be changed to Criminal Justice Assistance Administration. If this proposal were to be accepted, it would facilitate development of more relevant language and titling for both educators and practitioners.

It is further recommended that uniform titling be adopted for law enforcement/criminal justice programs in institutions of higher education. Programs offering associate, baccalaureate, or graduate degrees with a concentration in only one area of the criminal justice system should be titled to represent that area of specialty. For example, an associate degree program preparing students for entry level positions in the police field should be titled law enforcement. Similarly, a baccalaureate degree program preparing students for careers in corrections should be titled corrections. A graduate degree program preparing students for careers in the administration of court systems should be titled judicial administration. Certainly no program should be titled police science unless its objective is the preparation of students for careers in crime laboratories. In those programs which seek to serve more than one area of the criminal justice system, or which attempt to educate the generalist, or have as their purpose the exposure of non-majors to the broad field of social control and justice, the appropriate title would be criminal justice studies.

The following titles are thus suggested:

Law Enforcement for the police field with no distinctions made in regard to level of government or nature of the agency.

Corrections for programs in parole, probation, and penal management.

Court Management for programs specializing in adjudication and court services and procedures.

Police Laboratory Services for programs to develop laboratory technicians and managers.

Criminal Justice for programs serving more than one area of the criminal justice system; this title should apply universally to graduate programs except for those preparing graduates for police laboratory services.

One note of caution is necessary. Although a program may concentrate its efforts in only one phase of the criminal justice process, that does not and should not imply that all courses within the sponsoring department are concerned with only that phase of the system. Quite the contrary should be the case. Programs concerned primarily with law enforcement, for example, should be enriched and made meaningful by courses in government, criminology, adjudication, corrections and others as well.

Program Placement in Educational Institutions

Placement of programs varies widely throughout the United States. Reasons for this are many: the wishes and influence of the program coordinator, chairman, or director; relative size of the program in relation to others; administrative and faculty attitudes; and long-range goals of the institution. Variously they may be a concentration within a department of a different discipline, often political science as at the University of Oklahoma, a Department of Criminal Justice studies as at Kent State University, a School of Criminology as at the University of California at Berkeley, or a College of Criminal Justice as at the City University of New York.

It is recommended that all viable programs, subject to long-range stability, have independent unit status and be designated as departments, schools, or colleges.

As the major discipline of criminal justice matures, as well as its principal sub-disciplines, independent status is essential to growth and the integrity of the discipline.

Program Focus

Review of catalogues of respondent programs, especially in reference to stated goals, courses, and course titles suggests, often, lack of support of goals by program offerings. This situation, however, is clearly less significant in the two-year programs which have higher ratios of in-service students than do the four-year programs on both part- and full-time bases.

A majority of both two- and four-year programs, 61.4 per cent and 54.6 per cent, respectively, place their primary emphasis on municipal police services, and but 4.3 per cent of the two-year programs and 1.1 per cent of the four-year programs place it on federal services. Although data in this area was not clear, it was indicated that, and more significantly for four-year students, graduates were going into federal service in far greater numbers than would be assumed in view of program aims.

It is recommended that most, if not all, four-year programs analyze the interests and marketability of their graduates so that students' academic efforts may more nearly meet needs of their future employment. Implementing this recommendation may only require, after objectives are better defined, broadening of goals and provision of some appropriate specialization.

It is further recommended that analysis be made of the stated program goal of preparing students for agency administrative positions and, if appropriate, to effect certain program changes. The stated goal may be quite realistic for in-service personnel already eligible for, or with potential for, promotion to responsible supervisory and management positions and not so for pre-service students. The latter may benefit more from a curriculum designed to acquaint them with the field of criminal justice which is less professional in content than the one for in-service students.

Program Perspective

In the rapidly changing social conditions of today, it is increasingly important that programs and their faculties be aware of and responsive to changing needs. Without thoughtful input of new ideas, questions, and perspectives, a program may come to be out of step with the needs and interests of the clienteles it serves.

It is recommended that each program be served by a program advisory committee composed of widely experienced persons from a variety of disciplines and walks of life.

Such a committee should have members representing other but relevant academic disciplines, various segments of the criminal justice system, and business and labor and other special interest groups including women, minorities, and others. It is of utmost importance, however, that the committee remain purely advisory in nature--it cannot be allowed to "capture" the program.

The Academic Program

In historical perspective, police education has passed through many phases. Most programs, of course, are individually too recent in origin to have done so, but their present situations are largely the product of the experiences of the older and more mature programs. Originally police education in institutions of higher education was almost all technical skill training. Later the need for course work in other academic disciplines such as sociology and psychology resulted in their addition. At about the same time the need for "professional" police courses resulted in a change of emphasis from technical skill training to professional courses in many police education programs. In the early 1960's perception of the essentiality of liberal arts as a part of the education of police added still another dimension to police programs. Finally, in the late 60's, and still in its nascence, the need to educate police within the broader discipline of criminal justice and to recast the police courses from technical/professional concepts to professional/social science concepts has prompted further change.

In another sense, police education has been shaped by a series of changing responses to field needs. When there was no formal police training, institutions of higher learning provided the setting for primarily technical training. Later as the field recognized the need for policemen to understand human behavior, both individually and collectively, and did not provide it in training programs, higher education added courses in applied psychology and sociology. Similarly the addition of more "professional" police courses, the inclusion of more liberal arts disciplines, and the addition of research-oriented course work can be perceived as an academic response to a real but at that time unanswered need of the field. This suggests a partial answer to the wide variety of courses, programs, philosophies, and goals found in this survey.

With some 450,000 full-time law enforcement personnel operating in about 40,000 police agencies at three levels of government in fifty states and thousands of political subdivisions, the needs of the field, at any point in time, will not be universal. The recent imposition, in many states, of training standards before patrolman certification, together with the infusion of millions of dollars by the federal government into the training and education of police practitioners, has begun to define and close the need-difference gap, but yet only modestly. Therefore, higher education's response has been to attempt to meet the apparent needs of the field at particular times as perceived primarily by police educators. Community colleges represent the very epitome of this function.

There are at least four factors which tend to mitigate against development and fluid maintenance of higher education goals by institutions of higher learning:

1. The police field long ago grew accustomed to the acceptance of nonpolice responsibilities, for example traffic engineering and police athletic league activities, because needs existed and no other public or private agency would or could assume them (fortunately the trend toward acceptance of such responsibilities has been reversed, and many agencies no longer handle non-police functions). There is apparently a present tendency, likewise, for police education programs to assume disparate and peripheral responsibilities.
2. Sound rationales for programs have not been established and, thus, are not controlling program development. There

is no assurance that police higher education goals, programs, courses have kept pace with the real changing needs of their particular fields.

3. There is no assurance that justice higher education goals, programs, courses have kept pace with the real changing needs of their particular fields.
4. Importantly, when the field has developed the capacity to meet certain of its needs through its own efforts, police higher education programs tend not to release those portions of their programs, perhaps because the programs and their staffs have become too institutionalized to react effectively.

The survey of 146 two-year police education programs in 1967 by Carl Vaupel, indicating that only 26.1 per cent had been changed in the preceding five years, is illustrative of all these factors.[6]

There needs to be further assessment of needs of the police field that are within the scope and abilities of the academic community to meet. First, it must be recognized that the size and location of departments, entrance requirements, and a variety of other factors influence or determine needs. Nonetheless, a commonality of need emerges for the police officer with general enforcement powers. This last statement supports the largely ignored recommendation of the President's Commission that "basic police functions, especially in large and medium sized urban departments, should be divided among three kinds of officers, here termed the 'community service officer,' the 'police officer' and the 'police agent.'"[7] The implication of this recommendation is clear; present police functions must be segregated so that appropriate training and education for task accomplishment can be both required and utilized. The results of the Q-analysis utilized in this study demonstrate the field's understanding that not all police tasks require a college education for their successful execution.[8]

Certainly those police officers with general enforcement powers requiring the exercise of discretion will need to have a level of educational attainment at least comparable to that of the public they serve, which is continually rising. But, if the police function is not carefully analyzed and tasks realistically grouped to allow appropriate training and education for their accomplishment, we will be guilty of overselling education as a personal and social panacea, so that the competition of the job market will demand a degree, whether the job itself calls for it or not. The purpose of the next section of the report is first, to discuss curricula of two- and four-year programs, second, to examine models proposed by others, and third, to propose models deemed by the study staff to be most suitable for use today.

Curricula

A review of a few formerly proposed model curricula is instructive in setting the backdrop for this study's recommendations. Vaupel in 1968 recommended two different associate degree programs.[9] One would be designed for students who were presently police officers and the other for those not so employed but anticipating entry at a later date.

Vaupel's Pre-Employed Student Program

First Year

1st Semester		2nd Semester	
Introduction to Law Enforcement	3	Criminal Law	3
English	3	English	3
History	3	Psychology	3
Political Science	3	Speech	3
Physical Education	1	Health	2
		Physical Education	1
	13		15

Second Year

1st Semester		2nd Semester	
Criminal Investigation	3	Juvenile Procedures	3
Evidence	3	Police Internship	2
Administration of Justice	3	First Aid	2
Police Patrol	3	Gunnery	2
Sociology	3	Electives	6
Physical Education	1	Physical Education	1
	16		16

Vaupel's Police-Employed Program

First Year

1st Semester		2nd Semester	
History	3	Literature	3
English	3	Economics	3
Political Science	3	Political Science	3
Police Administration	3	Advanced Criminal Law	3
Psychology	2	Intro. to Computer Sci.	2
Physical Education	1	Physical Education	1
	15		15

Second Year

1st Semester		2nd Semester	
Business Speech	3	Narcotics and Vice Control	3
Introduction to Forensic Science	3	Community and Race Relations	3
Police Supervision	3	Police	3
Advanced Criminal Investigation	3	Electives	6
Elective	3		
	15		15

The separation of in-service police from pre-service students and all other students in academic programs using this model fortunately is no longer possible for programs seeking federal assistance because of LEEP (Law Enforcement Education Program) guidelines. However, the large number of possible credits allowed to be taken in skill-developing and "practical" police courses, more than half the total required for a degree, is still a characteristic of many "training model" programs.

Although course titles and descriptions are often unrelated to the reality of course content, which depends almost entirely upon the faculty member teaching the course, the distinct philosophical separation between social science courses, such as sociology and psychology, and the practical police courses, such as juvenile procedures, is obvious. One last weakness of this model is its narrow concentration upon the police function, with at best only one course devoted to other parts of the criminal justice system in the pre-service program, and with none in the in-service program.

Crockett and Stinchcomb developed quite different guidelines for the associate-degree aspirant, and suggested the following for all two-year programs:[10]

First Year

1st Semester		2nd Semester	
English	3	English	3
Psychology	3	National Government	3
State and Local Government	3	Sociology	3
Introduction to Law Enforcement	3	Police Operations	3
Police Administration	3	Police Role in Crime and Delinquency	3
Physical Education	1	Physical Education	1
Physical Education			
	16		16

Second Year

1st Semester		2nd Semester	
Humanities	3	Adolescent Psychology or Social Problems	3
Criminal Law	3	Logic	3
Math	3	Criminal Evid. & Procedure	3
Criminal Investigation	3	Intro. to Criminalistics	3
Public Speaking	3	Elective	3
Physical Education	1	Physical Education	1
	16		16

Not present in this curriculum are the skill-developing courses of the former model and added are courses which reflect a more traditional liberal arts education. Thus, in addition to a year of English, nine hours of humanities, three hours of mathematics, and fifteen hours of social science are required. Interestingly, the social science courses are more than introductory and expose the student to the dynamics of individual and group behavior in the political and social milieu. However, little attempt is made to relate the police function to the broader criminal justice system except in its political context.

Charles W. Tenney, Jr. in 1971 returns to a dual-track system but divides the two-year program between pre-service and in-service students who are operations oriented and in-service students who are interested in supervisory or administrative positions.[11]

Tenney's Pre-Service and In-Service Curriculum (Line)

First Year

1st Semester		2nd Semester	
Human Relations	3	Human Relations	3
English and Humanities	3	English and Humanities	3
Science	3	Science	3
Intro. to Criminal Justice I	3	Criminal Law & Procedure	4
Foreign Language or Special Study	3	Foreign Language or Special Study	3
	15		16

Second Year

1st Semester		2nd Semester	
Human Relations	3	English and Humanities	3
Intro. to Criminal Justice II	2	Police Operations	3
Evidence	2	Foreign Lang. or Spec. Study	3
For. Lang. or Special Study	3	Skills Development II	6
Skills Development I	5		
	15		15

Tenney's In-Service Curriculum (Staff)

First Year

1st Semester		2nd Semester	
Human Relations	3	Human Relations	3
English and Humanities	3	English and Humanities	3
Science	3	Science	3
For. Lang. or Special Study	3	For. Lang. or Special Study	3
Police Organization & Admin.	3	Personnel Management	3
	15		15

Second Year

1st Semester		2nd Semester	
Human Relations	3	English and Humanities	3
For. Lang. or Special Study	3	For. Lang. or Special Study	3
Police Operations	4	Police Community Relations	3
Skills Development	5	Police Operations	3
		Skills Development	3
	15		15

Although present LEEP guidelines would not allow the latter program to exclude pre-service students, Tenney's purpose is to provide a program for the in-service student who has had no college education but presently occupies a supervisory or command position within a police agency.

As both programs rely heavily on some courses seldom presently offered, the following course descriptions are necessary for understanding:

For Pre-Service and In-Service Students (Line)

Human Relations - An integrated study of the fundamentals of the behavioral and social sciences to include sociology, psychology, social psychology, race relations, anthropology, the psychology of deviant behavior, political science and economics, correlated with relevant materials in Science and the Humanities.

English and Humanities - An integrated study of the English language and literature, history, fine arts, logic and philosophy, correlated with relevant materials in Science and Human Relations.

Science - Fundamentals of biology, chemistry and physics correlated with relevant materials in Human Relations and the Humanities and with emphasis on scientific method of inquiry.

Foreign Language or Special Study - A choice should be offered the student to take a foreign language where it will be of practical professional value or where it may be required by an institution to which he may transfer. The language offered probably should be Spanish (or in some cases French) and should be taught in conversational manner with emphasis also on the nature of specific Spanish-speaking sub-cultures in the United States. In situations where the foreign language has only limited value or is not necessary for transfer purposes, the student should be provided a choice of courses directed to the study of special problems within his planned geographic work area. Students studying and/or planning careers in certain of the western states might, for example, be given the option of studying the American Indian.

Introduction to Criminal Justice - I - A survey of the component parts of the criminal justice system--law, law enforcement, the judiciary, and corrections--historically and analytically and in respect of the inter-relationships among and between the several parts.

Introduction to Criminal Justice - II - Basic criminology, including scientific approaches, the sociology of criminal behavior, the nature and extent of crime, and behavior systems in crime.

Criminal Law and Procedure - The substantive law of crimes, including the general and special parts of the criminal law; the criminal process from investigation through arrest, prosecution, conviction and sentencing. Emphasis is placed on procedural matters especially affecting law enforcement such as arrest, search and seizure, interrogation, wiretapping, entrapment, and pre-trial publicity.

Evidence - The presentation of a criminal case in court developed through case study. The collection, preservation and presentation of physical, documentary, and testimonial evidence.

Police Operations - An analysis of the organization and function of the two major police operations: patrol and investigation. Purpose and effectiveness of differential patrol systems and their applicability to particular conditions. Priorities in criminal investigation; inductive and deductive approaches to crime "solution"; introduction for forensic science.

Skills Training - The practical application of theoretical principles developed in the classroom in supervised and controlled environmental situations. Particular areas of concern will be interpersonal behavior in criminal, quasi-criminal and non-criminal situations, including decision-making on official intervention; personal behavior in patrol and investigative operations; and case presentations as prosecutor and witness (moot court). Use should be made of such techniques as role-playing, continuing evaluation and small group discussion.

For In-Service Students (Staff)

Police Organization and Administration - The principles of administration and management in their application to law enforcement agencies. A study of police organizational structure and the responsibilities and interrelationships of administrative and line-and-staff services. An analysis of the functional divisions of a modern police operation in its application to the public safety needs of the community. Consideration of alternative and comparative models of law enforcement organization.

Personnel Management - Principles of personnel management and supervision in individual and group situations. Principles of leadership and teaching.

Police Operations - A detailed analysis of the nature, purpose and functions of major law enforcement operations to include patrol, investigation, traffic, research, and juvenile divisions.

Police Community Relations - A survey of the numerous and complex factors involved in the area of human relations and its effects on policing and police management. Examination is made of prejudice and discrimination and their effects and implications for police in a changing and interacting society. The history and development of civil rights and liberties is surveyed. Consideration and discussion of the modern police offer as generated by the balance of the requirements of peace and order and of individual rights and liberties.

The addition of one course specifically designed to examine criminal justice agency relationships and functions and another course to examine crime causation and criminal behavior is an attempt to remove a void noted in the Crockett-Stinchcomb model. Heavy emphasis on human relations is developed in this model and reflects Tenney's belief that the police role is strongly people-oriented. Thus, both theory and skill in personal interaction individually and collectively is stressed. Additionally, as Tenney assumes that policemen may start their career education planning by completing an associate degree, although they may eventually desire a baccalaureate degree, the traditionally transferable discipline courses, including language, are provided. The skill courses, already mentioned in their human relations context are not to be confused with the skill courses contained in the Vaupel model; rather, they are the social science counterpart to the pharmacology courses in medical school.

Obviously the study staff found much in Tenney's models consistent with its own philosophy of education. However, at both a theoretical and practical level, Tenney's model presents difficulties. For instance, as the pre-service and in-service (line) program contains courses concerned with the criminal justice system and the in-service (staff) program does not, an assumption is made that the in-service supervisor or command officer is aware of the system, the relationships within the system, and the functioning of its several parts. This assumption is not supported by observation and interviews with supervisory and command police personnel. Additionally, the courses in Human Relations, English, and Humanities and Science reflect ideal types rather than courses presently available. Although worthy as goals, their interdisciplinary make-up requires a generalist faculty that does not appear to be available to the junior or community college in the foreseeable future.

Myren believes that two-year programs should be divided between an associate of arts degree program which is totally transferable and an associate in science degree program which allows the student to take more courses (credits) in his major, some of which may not be transferable to a four-year program.[12] He suggests a similar core of courses (about 15 semester hours) in both programs, having titles of:

Introduction to Criminal Justice Systems

A Survey of Crime Control Mechanisms

Principles of Criminal Law and Procedure

Introductory Course on the role of a particular
criminal justice agency

Introductory course on the operation of that agency

The remainder of the program for the associate of arts degree would consist of general education requirements plus additional course work in the behavioral and social sciences. The associate in science degree would have the same core as already indicated and the same general education requirements with the remaining courses to be taken in the criminal justice area. This degree is designed for the student who desires to immediately enter a criminal justice agency (the police service) upon receipt of the two-year degree.

Myren's model is the first cited to be concerned with the providing of two degrees from the same basic program rather than two different programs, with the difference being solely in the number of courses permitted in the criminal justice area. A second innovation is the same program serving the needs of more than one functional area within the criminal justice system.

Recognizing the difficulty in recommending a single curriculum or, in fact, suggesting one or more models to meet the diverse needs of the field has led the study staff to build necessary flexibility into a recommended two-year associate degree program. The key feature is a single program appropriate for both pre-service and in-service students, as well as for students desiring a terminal degree or those planning to complete a baccalaureate degree. This is accomplished by anchoring the program in liberal arts general education material, an almost universally agreed upon practice not often implemented. This foundation is broadened with five professional courses of which one, the introductory course, places the criminal justice system into historical and contemporary perspective within the past and present social, economic and political system; another, Criminal Justice System, examines the component parts of the system and their relationships. The remaining three courses are concerned with identifying and understanding police functions and how they are accomplished: Police Operations, how the police individually and collectively relate in a meaningful way to individuals and groups within a community in order to accomplish agreed upon goals; Intergroup Relations, and the laws and procedures that regulate both the police and the public they serve; Criminal Law and Procedure.

The four elective courses provide necessary flexibility to allow individual tailoring of programs to satisfy individual needs. Providing an elective option is crucial to the success of two-year programs in meeting present and future needs of the field.

Two additional points need to be raised. Any flexible system that involves choices not only includes requiring students to make choices, a necessary ingredient in maturing, but also requires a commitment to advising and counseling by faculty, a necessary ingredient in personalizing the education process. Finally, regardless of course titles or course description, information and, more importantly, attitudes that are transferred from faculty to students are dependent upon the attitudes and knowledge of the instructor teaching the course.

The following is the recommended two-year associate degree program:

First Year

1st Semester		2nd Semester	
Introduction to American Justice	3	Criminal Law and Procedure	3
Introduction to Sociology	3	Introductory Psychology	3
English	3	English	3
American Government	3	State and Local Government	3
Science	3	Science	3
	15		15

Second Year

1st Semester		2nd Semester	
Social Problems	3	Criminal Justice Systems	3
Interagency Relations	3	Elective	3
Police Operations	3	Humanities	3
Introduction to Philosophy	3	Work/Study - Electives	6
Elective	3		
	15		15

There have been relatively few studies of four-year baccalaureate programs in law enforcement. Richard Marsh, in his M.A. thesis, nonetheless develops a core of courses believed appropriate for inclusion in educational preparation of law enforcement professionals.[13] The underlying assumption of the study was that the competence for any job, in this case the police, as judged by successful workers or members of the profession, can determine a curriculum. Using this model, Marsh identified six courses totaling 28 semester hours that his expert panel considered essential to all baccalaureate programs in law enforcement. These courses are:

Legal aspects of law enforcement	6 credits
Philosophy and history	3 credits
Human Relations Skills	5 credits
Administrative Decision Making	5 credits
Psychology	6 credits
Juvenile Delinquency	3 credits
	28 credits

As the expert panel was composed almost exclusively of academics, to the exclusion of field practitioners, the question remains open concerning knowledge necessary for field success as perceived by successful academics and by successful practitioners. Nonetheless, the concept of a universal core is a valuable contribution.

Myren's position is even more questionable. He simply advises against allowing more than 27 semester hours or 36 quarter hours of the major in the criminal justice program. The implication of this small number of required credit hours is clear--the major thrust consists of a limited number of professional courses plus the large number of behavioral and social science courses, rather than the major consisting of a number of professional courses supplemented by other courses. Myren's model is based on his belief in the development of criminal justice generalists rather than more limited specialists. These beliefs form the basis for his recommendation that both a bachelor of arts and bachelor of science be given in four-year programs, the type of degree totally dependent upon the number of credits required for the major; a bachelor of arts requiring 27 to 35 semester credits, and a bachelor of science 36 to 40 hours.

Tenney, although incorporating many of the innovative social science courses from his recommended associate degree program, develops a more traditional baccalaureate program emphasizing both exposure and depth with respect to police functions.[14] In addition, few elective courses are allowed and relatively little time is devoted to the other aspects of the criminal justice system. However, emphasis is placed on liberal arts and, particularly, on human relations, both in theory and practice. The program reflects Tenney's belief that a baccalaureate program should be structured to meet the needs of the in-service career officer beginning the ascent of rank. Contrary to the first two studies mentioned, Tenney provides a complete four-year program for consideration.

Tenney's Four-Year Degree Program

First Year

1st Semester		2nd Semester	
English and Humanities	3	English and Humanities	3
Human Relations	3	Human Relations	3
Science	3	Science	3
Intro. to Criminal Justice	3	Intro. to Criminal Justice	3
Foreign Language	3	Foreign Language	3
	15		15

Second Year

1st Semester		2nd Semester	
English and Humanities	3	English and Humanities	3
Human Relations	3	Human Relations	3
Science	3	Science	3
Criminal Law and Procedure	3	Evidence	3
Foreign Language	3	Foreign Language	3
	15		15

Third Year

1st Semester		2nd Semester	
Police Community Relations	3	The Patrol Function	3
Police Organization & Management	3	Skills Development	4
Skills Development	4	Electives	4
Electives	5	Criminalistics	4
	15		15

Fourth Year

1st Semester		2nd Semester	
The Investigative Function	3	The Traffic Function	3
Police-Juvenile Problems	3	Comparative Police Systems	3
Skills Development	4	Skills Development	4
Electives	5	Electives	5
	15		15

Each of the above recommended programs has made a contribution to the thinking of the study staff in developing the following recommended program whose characteristics are as follows:

1. Two degrees, a bachelor of arts and a bachelor of science, are recommended; although more hours will be taken in the major area of concentration, in the bachelor of science degree, this is not the overriding consideration. Instead the bachelor of arts degree is seen as providing exposure and insight into the criminal justice system with particular emphasis on the police role within the context of a liberalizing education. The bachelor of science degree, conversely, is a professional degree indicating exposure to and understanding of the knowledge necessary for services within a chosen field of the criminal justice system.

2. A common core of essential courses is required in both degrees. These courses should be given by at least three separate departments emphasizing the interdisciplinary nature of both the academic study and the requirements of the field.
3. Both degrees should provide flexibility to allow for meeting undergraduate needs and desires without sacrificing a normal progression to degree attainment.
4. Graduates and transfer students from any accredited two-year associate-degree program should, by wise selection of a degree, usually the bachelor of arts, be able to secure the bachelors degree in two additional years of full-time work.
5. Both degrees should provide exposure to all segments of the criminal justice system in an integrated manner.

More specifically, the project staff suggests the following curricula as models:

Bachelor of Arts

General Education Requirements

English	6
Foreign Language[a]	12
Humanities[a]	12
Social Science[a]	12
Natural Science[a]	12
	54

Core Requirements

Introduction to Criminal Justice	3
Criminology[b]	3
Police Role in a Democratic Society	3
Criminal Law	3
Philosophy of Law[c]	3
Corrections[b]	3
Administration of Justice	3
	21

Additional Requirements

Courses in major department	12-18
Electives	33

Total hours=120

Bachelor of Science

General Education Requirements

English	6
Foreign Language[a]	6
Humanities[a]	9
Social Science[a]	9
Natural Science[a]	9
	39

Core Requirements

Introduction to Criminal Justice	3
Criminology[b]	3
Police Role in a Democratic Society	3
Criminal Law	3
Philosophy of Law[c]	3
Corrections[b]	3
Administration of Justice	3
	21

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[a] Student selects courses to be taken within each broad category.

[b] Taught in sociology department.

[c] Taught in philosophy department.

Additional Requirements

Career Option[a]	18
Supporting fields[b]	18
Electives	24
	60

Total=120 hours

Note: In both programs the wise use of electives allows the exploration of at least one additional area in considerable depth.

Graduate Programs. As doctoral programs within the field are so new and the responses from masters' programs so scarce, no attempt to develop a model curriculum has been attempted. Suffice it to mention that for the foreseeable future, graduate programs will need to emphasize the development of both generalists and specialists as both teachers and practitioners within the criminal justice system. As such, both research and communications skills will need emphasis.

Admissions to Courses

There is a long history of opposition among law enforcement agencies to having any police courses offered by institutions of higher education. When programs did begin to develop, opposition then focused on restricting all, then only some, courses to in-service personnel who had both a "right-to-know" and a "need-to-know" law enforcement course content. Analysis of study data indicates a lessening concern for imposition of such restrictions; however, many programs still restrict enrollment in some courses to program majors. Such restrictions, as well as program entrance requirements involving eyesight, height, and other physical characteristics paralleling certain agency selection requirements, no longer have validity if, indeed, they ever did.

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[a] Each student picks an area of study within the criminal justice system in which he desires significant depth of exposure to and knowledge about subject, then selects from a list of courses both within and outside the department that relate directly to his chosen career option.

[b] Each student chooses from a list of courses that support his major area of study.

It is recommended that all courses within programs be available to students studying other disciplines.

It is further recommended that the basic introductory course in criminal justice be constructed in such a manner that other departments within the college or university will consider adopting it as a requirement for majors in their disciplines.

Work-Study Programs

Though difficult to establish and maintain, work-study programs have been successful on some campuses in a variety of disciplines.

It is recommended that demonstration work-study programs be established, perhaps one in each of the more populous states, and be funded by an appropriate federal agency.

A work-study program should not contemplate work-release only to law enforcement agencies; rather, they should provide students with the rich and rewarding experience of working in peripheral but related agencies--family courts, traffic violation offices, half-way houses, hospital receiving units, and so on. This exposure to, and experience in, such activities will give students better perspective on justice problems and broaden understandings of interpersonal relations, and problems of society.

The Practicum

In the past, field training has been an integral part of curricula of many police programs and, on occasion, was so lengthy that completion of programs could entail an extra year securing an undergraduate degree. Such requirements have largely been dropped, and are no longer common. There remains a need, nonetheless, for experience in the field for at least some classes of students in some kinds of programs.

It is recommended, at the masters level, that pre-service students be required to undertake carefully supervised practicums, and that in-service students be encouraged to do so.

A practicum could vary in length from as little as six weeks to a full term. Students should be assisted in selecting cooperative agencies in which they would be assigned responsible work in planning and research, or in training, for example. As in work-study programs, the experiential settings should not be confined directly to the specialty of the student.

Faculty

Faculty largely determines the nature of academic programs and their potential for success. Involved in the selection of faculty are complex factors of evaluating educational and experiential backgrounds, roles to be filled, research and teaching requirements, numbers needed, both part- and full-time, as well as counselling abilities and other factors largely intangible in nature.

Academic Preparation

It was discerned from program respondents that only six of 432 faculty in 213 two- and four-year programs had not attained at least a baccalaureate degree, and all were in two-year programs. About 52 per cent of two-year programs faculty hold master's degrees and 9.6 per cent hold doctorates. In 68 four-year programs (plus two graduate programs), more than 63 per cent hold master's degrees, and almost 37 per cent hold doctorates. Selected interviews suggest that the proportion of graduate degrees to baccalaureate degrees is rising in both program levels, but faster in the baccalaureate programs.

It is recommended that faculty teaching core courses in associate degree programs hold masters or equivalent degrees, that faculty teaching core courses in baccalaureate programs hold at least masters degrees and have completed most doctoral degree course work, and that faculty teaching core courses in graduate programs hold doctoral degrees.

It is also recommended that holders of juris doctor degrees comprise but a small part of graduate program faculties.

Quantitative evaluation of the impact and importance of graduate degrees for faculty is difficult to achieve. Nonetheless, it is held by the study staff that the advanced work of masters programs provides faculty with an essential academic breadth, and the beginnings, usually, of research competence. These qualities are both important at the associate level.

Teaching at the graduate level should require the assumed additional academic breadth, interests, and research competencies of doctoral degree holders. Development of research skills and techniques for graduate students who themselves will become teachers, researchers, or criminal justice agency administrators is essential.

The recommendation on juris doctor degrees is made because such degrees usually represent a professional, narrow-focus academic program substantially lacking work in the social sciences and in research.

Even though the recommendations above are made positively, it is important to state that other factors may suggest different decisions under a variety of circumstances. The discipline in which a degree is held may not be a relevant issue whereas a faculty candidate's willingness to critically evaluate the roles and practices of criminal justice systems and agencies in the broadest social context, and the roles and processes of criminal justice education, may be of prime importance.

Experiential Background

Probably no other discipline today has teachers, on the average, with as much field experience attained by criminal-justice faculties. Hopefully, this is of value to both program and student development. It may not be, however. Quality and variety of experience has more potential for program improvement and student enrichment than mere length of service in a narrow, confining, specialized career. Likewise, even a person of apparently wide experience may have had it in a milieu which would tend to disqualify rather than qualify him.

It is recommended that teachers of wide experiential background be sought for program faculties but that each background be objectively and carefully evaluated in relation to program needs.

Full- and Part-Time Faculty

Few programs can achieve a balance between faculty and teaching and also work-load components so precisely that no part-time faculty is required. Though it may be considered more appropriate to have all full-time faculty, many circumstances will permit, even encourage, the use of part-time personnel. Clearly this is the case for a course which is only offered occasionally and for which no program or institutional competence is available. Not to be overlooked or turned away, either, is the person of unusual background accompanied with adequate teaching skill, who can be brought to the campus on a temporary basis to serve only for a single term. Certain constraints, nevertheless, have application.

It is recommended, except under unusual circumstances, that all core courses be taught by regular full-time members of the faculty of the program or its institution.

Numbers of Faculty

It is only posited, in regard to numbers of faculty, that teaching loads and class sizes should be kept at reasonable levels, provision should be made for research of interest to the program and its faculty, reasonable time should be provided for professional and public service, and adequate provision made for student counselling and student affairs.

Maintaining Perspective

Program faculty, like agency personnel, may have a tendency to become isolated from unusual realities of the fields in which they are teaching. Means must be provided to them to refresh themselves with work away from campus in field meetings. Two recommendations are made in regard to this need.

It is recommended that faculty be encouraged within appropriate limitations, to engage in professional activities off campus.

It is further recommended that faculty be provided and encouraged to use a released term each three to five years for employment within progressive criminal justice agencies.

These recommendations are not made to provide rewards; rather they are made to assure program directors that faculty members may be kept abreast of field activities on a practical basis. Such released time is not to be compared with sabbatical leaves wherever such are available. If a faculty member's temporary full-time job in the field pays less than his institution, the latter should be persuaded to make up the difference.

Students

Synthesizing a key aim of most colleges and universities, as identified in their catalogues, is the statement "teaching the many who want to learn." Students, in fact, are the reason for existence of institutions of higher education. This short section details some special student considerations.

Admission Requirements

Many devices for restricting entrance of men and women are used by many programs, and these by and large are comparable to those used for similar purposes in criminal justice agencies. (See Tables 102 through 107.)

It is recommended that only normal institutional entrance requirements apply to program applicants except as program enrollments must be limited because of faculty and facilities limitations and, in these cases, screening should be on the basis of academic records and potential.

In the opinion of the study staff, most undesirable students can be counselled not to enroll or, if enrolled, counselled to leave the program. Clearly, factors such as eyesight provide a poor basis for rejection in view of strong developing needs for teachers, planners and researchers.

Full- and Part-Time Students

If programs are to "teach the many who want to learn," no effective distinction can be made in program obligations between full- and part-time students. When part-time students are in attendance, they should meet in classes with full-time students; they are probably employed and their work experience will tend to broaden the value of courses for all students. Additionally, if part-time students are employed in criminal justice agencies, they, through their studies, are serving their own professional career interests and the needs of their agencies.

It is recommended that programs encourage the enrollment of part-time students, especially those employed in criminal justice agencies.

Special Services for Students

Most students expect and need more service or assistance than that which is provided through regular course offerings.

It is recommended, where circumstances permit and the need exists, that local justice-agency work schedules influence course schedules, that core courses be offered on a basis of maximum availability to part-time and employed students, and that some courses be scheduled twice during the same term for student convenience.

When a course is offered twice during the same term, it is suggested that it be so structured and taught, preferably by the same instructor, that a student may attend either class on a given day or evening without loss of continuity.

It is recommended that student counselling be strengthened and accepted as a vital part of faculty responsibility.

Sound counselling is the best means of assuring that non-qualified students do not enter the justice program and that those who ought not to continue, once entered, are dropped from the program. Counselling also can assure students, particularly at the associate program level, of curricula best adapted to their goals;

this is particularly important for students who must ultimately transfer from one institution to another. Counselling may, as well, retain for the criminal justice services outstanding students who cannot pass rigid physical examinations but could serve well in a variety of staff capacities.

It is recommended that further attention be given to graduate placement services.

Special Considerations

Numerous considerations were developed during the course of the study which are only indirectly of concern to individual programs. They are, however, both individually and in their aggregate, of significance to most programs.

State Planning for Criminal Justice Education

Increasingly, there are needs to conserve resources of faculty, facilities, and money, to avoid unnecessary duplication of services, and to develop better programs.

It is recommended, in all states where it has not been done, that a master plan for criminal justice education be developed.

Development of a plan requires careful assessment of (1) criminal justice education needs within the state and (2) existing criminal justice education programs. Analysis should cover all field needs, geographic distribution or concentrations of needs, available or potential sources of financial support, and levels of institutional and community support.

Curriculum guides should be developed for all academic programs--two-year, four-year, and graduate--as well as for training programs.

In essence, a state master plan for criminal justice education should be developed to facilitate a rational establishment of goals, the building of structure to meet these goals and a device for the evaluation of progress. Such matters as transferability of credits among institutions, the amount and kinds of training to be conducted at higher education institutions, faculty qualifications, and the desirability and mechanics of consortia arrangements are among the many concerns of master planning.

A technique of providing advisory services to the state board of regents or department of education, or other agency responsible for institutions of higher education, should be identified and utilized. One such device, to be used in Ohio, is the Council of Higher Education in Criminal Justice--an in-state association of criminal justice programs with membership on an institutional basis.

Research

In recent years, institutions of higher education have become increasingly involved in criminal justice research. Likewise justice agencies, themselves, are initiating important research, independently, in cooperation with institutions, or under contract with consultants.

It is recommended that, in order to encourage further research, (1) larger programs formally establish research components, (2) all programs make provision for faculty released time for research, and

(3) research be a major consideration in faculty promotions and salary determinations.

In developing research components, it should not be assumed that they will be, at any given time, fully self-supporting. Thus, there is a need for institutional committment to both basic and applied research, with a level of support which will maintain permanent staff even through periods of no extra-mural funding. It is in the slack periods that staff can be occupied with pragmatic research in the nature of assistance to local jurisdictions.

Research, as a consideration in promotions and salary adjustments, should be equated with teaching as a competency and service; it should only be considered as another faculty resource, subject to evaluative processes as is teaching. Research and publishing should, in effect, be well compensated, but should, under no circumstances be expected from all faculty.

Enrichment Programs

In no single area of data reviewed by the study staff was there such disparity as existed between current absence of enrichment programs and the expressed desire to have them. With virtually none being offered, almost 90 per cent of two-year and 82 per cent of four-year programs have an interest in seeing them developed.

It is recommended that enrichment programs for program faculty in areas of teaching competence, inter-institutional relations, curriculum development, educational program development, and research methodology be provided annually on state, regional, and national bases.

It is further recommended that such programs be funded and otherwise supported by appropriate federal agencies.

A need for curriculum development is given highest priority by program directors, and is discussed here for illustrative purposes. Marsh comments:

> As in any emerging profession, law enforcement is having difficulty in formulating its appropriate role and function in the criminal justice system and equal difficulty in obtaining a consensus among educators and professionals in the field as to curriculum necessary to provide professional standards.[15]

Curriculum balance is commented on by Myren, who says:

> The requirements of the undergraduate major in programs across the country--and certainly in the California State Colleges--seem to take an inordinate amount of the time and energy of students to the detriment of their general education.[16]

Colleges or universities, singly or in consortia arrangements, which may plan for future enrichment programs on curriculum development, should involve outstanding faculty from more mature professional disciplines in both planning and enrichment program deliberations. To be avoided is further insularity of justice program faculty and staff and to be gained are new perspectives on curricula more reflective of today's educational needs.

Similar attention should be given to program development, further preparation of faculty for teaching responsibilities, and improving inter-institutional relationships.

National Association of Institutions

The Council of Higher Education in Criminal Justice (Ohio) was identified earlier in this report and provides the basis for the following recommendation:

It is recommended that there be established a National Association (or Council) of Higher Education in Criminal Justice.

Memberships would be institutional in nature; individual colleges and universities would select their own representatives. Sub-associates or councils could be organized in each of the federal areas in which the U.S. Department of Health, Education and Welfare and the Law Enforcement Assistance Administration maintain regional offices. The association could engage, through a professional staff, in many significant endeavors (see the next section, National Justice Education Data Bank, as well as the subsequent section, Accreditation). Its principal purpose would be to serve as a policy and advisory board to its constituents.

National Justice Education Data Bank

There is a high interest among programs for nationwide reporting of law enforcement/education information (see Table 141). The question eliciting the interest, however, focused on provision of such information through "an association of institutions of higher learning engaged in the criminal justice field."

It is recommended that a national justice education data bank be established by an association of institutions of higher learning engaged in the criminal justice field or by an appropriate federal agency.

A program such as ERIC (Educational Resources Information Center) of the U.S. Department of Health, Education and Welfare, and its publication *Research in Education*, would fulfill a significant portion of the expressed need. However, the proposed program should also gather, maintain, and disseminate information on standards and development of teaching materials. It could, as well, maintain a central registry of faculty of value to both instructors and programs.

Educational Consultative Services

Programs expressed substantial interest in having available to them professional, educational consultative services. Most, however, stipulated that they should be available (1) on the basis of choice by the programs, and (2) with extramural financial support.

It is recommended that a national panel of justice education specialists be established from which programs may select consultants and that work of panelists be compensated by an appropriate federal agency.

Accreditation

The needs of and processes for professional accreditation in the criminal justice field have been discussed at great length, without significant results. In spite of the fact that wide-spread interest has been expressed in accreditation, the study staff is unaware of any ongoing plans to achieve a national accreditation program.

It is recommended that steps be taken to establish nationally acceptable means for extending or withholding professional accreditation for criminal justice programs in institutions of higher education.

Means for implementing the above recommendations are not suggested in this report. It is suggested, however, that the need is relatively urgent. The National Association of Higher Education in Criminal Justice, proposed above, would be an appropriate initiator of such planning, and perhaps could become the accrediting agency.

On Reflection

The very considerable effort the study staff put into the project which resulted in this report has brought forcefully to it a clear recognition of the paucity of research done so far in the field of criminal justice education. Each of the special considerations identified and discussed above holds potential for substantial research, and some for demonstration projects. Likewise, anyone who has read to this point, which the staff sometimes felt would never be reached, will have recognized innumerable other areas for research--in regard to faculty, students, programs, educational relevance to the field, and countless other factors and considerations. It is hoped that in some way this report will be useful, and that it will encourage others to initiate new and important research efforts.

CHAPTER VII: NOTES

[1] C. Robert Guthrie, Richard O. Hanley, and Donald H. Riddle, Report of the Committee to Establish Guidelines for the Development of Law Enforcement Programs, (International Association of Police Professors, 1966), pp. 1-2.

[2] Quinn Tamm, "A Change for the Better," The Police Chief, XXIX, 8 (1962), 5.

[3] President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington, D.C.: Government Printing Office, 1967), pp. 127-128.

[4] Richard Myren, "Education in Criminal Justice," a report prepared for the Coordinating Council for Higher Education, Council Report 70-5 (September, 1970), p. I-9.

[5] Three things are suggested by this data, although supplementary information was not gathered to establish them factually. One is that the title Law Enforcement has been used basically for programs in police organization, management, and operations. The second is that the title Police Science, used frequently by two-year programs and seldom by four-year programs, largely reflects application of the educational effort to the techniques of police operations and procedures. The third is an apparent recent emergence of the title Criminal Justice among four-year institutions, reflecting programs directed to the broad fields, interests, and requirements of the total justice system.

[6] A Survey and Analysis of Two-Year Police Science Curricula in the United States with Recommended Criteria (unpublished dissertation, University of South Dakota, 1968), p. 70.

[7] Task Force Report: The Police, pp. 122-124.

[8] See Chapter IV.

[9] Vaupel, pp. 137-140.

[10] Thompson S. Crockett and James D. Stinchcomb, Guidelines for Law Enforcement Education Programs in Community and Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1968), p. 18.

[11] Higher Education Programs in Law Enforcement and Criminal Justice, DR-2/June, 1971 (Washington, D.C.: Government Printing Office), pp. 29-31.

[12] Op. Cit., p. IV-4.

[13] Richard Marsh, A Core Program Proposal of Undergraduate Studies for the Professional Preparation of Law Enforcement Personnel in Four-Year Colleges and Universities. A thesis, Florida State University, December, 1969.

[14] Ibid.

[15] Op. Cit., p. iv.

[16] Op. Cit., p. V-6.

Appendix A

EDITED PROJECT PROPOSAL

This portion of the proposal, following a general introduction, (1) identifies existing problems and defines objectives of the study, (2) describes the study methodology and schedule, and (3) predicts the study's contribution to education and, as well, discusses implementation of recommendations.

Research, and development of subsequent recommendations, will be concerned solely with educational efforts of American colleges and universities to professionalize or otherwise assist state and local police service, except that training will be treated whenever it may be supportive of the educational effort.

Any educational effort may be built in part on training; in fact, professional training may, and often does, follow basic educational programs. Education, however, is seldom subsumed under training.

Background and Perspective

Training of police personnel has traditionally been a responsibility of individual state and local police agencies and training efforts on the part of some can be traced back to the last century. With few exceptions such efforts were and have been initiated and sustained by the larger agencies with substantial resources. By and large, at least until very recently, the agencies' concern was with recruit training, occasionally with specialized training, and but seldom with supervisory, command, or administrative training. Recently, larger local departments have offered training to smaller departments and many small departments have joined forces in order to combine or maximize their resources. Several federal and state agencies offer training in the field of one kind or another in programs of varying length and quality. Most encouraging, following a pattern set by California, many states have legislated and in various ways supported state standards and training programs.

The development of truly professional training to better prepare police personnel and agencies to serve their jurisdictions was initiated and given support and force largely outside of, but with some assistance from, the agencies served. Leaders in the movement were the FBI National Academy (1936) and the Northwestern University Traffic Institute (1937), the latter then closely affiliated with the International Association of Chiefs of Police. Other prominent and similar agencies now include the Southern Police Institute of the University of Louisville, the Delinquency Control Institute of the University of Louisville, the Delinquency Control Institute of the University of Southern California, and others. Some of the programs offered by such institutes and academies could be equated with educational programs because of course requirements, competence of faculty, and emphasis on organization and management sociology, psychology, and work in other established disciplines. Some such work has been declared eligible for credit in other colleges and universities because of its educational significance. Such professional training/educational efforts have been particularly significant because of their "captive" students - in-service police personnel eligible for responsible positions in a field of endeavor and in agencies already of their choice.

Direct involvement of universities and colleges in education for the police on a meaningful and continuing basis began to develop nearly 30 years ago. In recent years there has been a phenomenal growth in college academic-credit programs for the police. The most recent count[1] disclosed programs in 152 junior, community, or technical colleges, and 39 in four-year colleges; 14 colleges are offering programs at the graduate level. Four-year colleges initially tended to develop training programs leading to degrees. Lately, this role has been filled more and more within two-year programs. The present role of both kinds of college programs is unclear.

Interest and participation has accelerated rapidly in recent years as crime on the street, including new kinds of civil disorder as well as more traditional offenses, has become a matter of national concern. Such concern has been expressed and acted on at all levels of government. Most significant, perhaps, has been the work of the President's Commission on Law Enforcement and Administration of Justice and the establishment and funding of the Office of Law Enforcement Assistance.

A. Problems and Objectives

The mounting pressures from both within and without law enforcement to meet as yet ill-defined educational needs suggest strongly that this is an appropriate time to take stock of the current situation, to raise basic questions and seek their resolution, and to establish educational goals and provide for their achievement. Bruce Smith said, in 1957, "Training for the police has moved so far and so fast that it now stands breathless and fatigued with it all. A brief rest would do it good, while plans for fresh advances towards a vastly improved police pedagogy can be contrived and perfected. We shall continue to need more and more police training for some time to come - especially in the smaller forces - but the greatest need is for better training and a better grade of police teaching."[2]

It is clear that Smith's evaluation of training in 1957 is quite relevant to today's police education efforts. Although supportive data have not been gathered, it is believed that numerous problems are identifiable:

1. Colleges and police agencies are not joining forces in essential research.

   The great research capabilities of American colleges have not been applied in any meaningful way, as yet, to matters of state and local police organization, management, and operations. This means, simply and unfortunately, that a major research resource, the people and records of local police agencies, lies largely untapped in spite of mounting and recognized problems of national and individual security. A means must be found to make the resources available to research-oriented psychologists, sociologists, anthropologists, and academic organization and management personnel.

Two problems, each subject to resolution, perhaps tend to perpetuate the schism. One may be that the researcher is not aware of the resource potential for important kinds of research. The more significant one, however, is the endemic parochiality of our fragmented police service. Local police administrators, by and large uneducated in the context of today's needs, view suspiciously any intrusion into their affairs by the academic.

2. College graduates are not entering state and local police service in sufficient numbers.

   An important contradiction arises from the above statement. Only a miniscule number of the graduates of four-year law enforcement programs are entering local service, in spite of (1) announced goals of the colleges to prepare their graduates for such service, and (2) programs apparently designed for local service. Except for in-service police personnel, it is unlikely that graduates are adequately prepared to enter other fields of their choice.

3. The role of colleges in the provision of professional or subprofessional training is ill-defined.

   This problem has its genesis in varied yet related circumstances. By and large, heads of law enforcement programs are men often of limited academic achievement with limited to extensive police experience. The first condition suggests an inadequate view of educational requisites whereas the second provides an acute awareness of local agency training needs. In addition, most police administrators are oriented to training needs and have not yet recognized nor acknowledged the need for education. Their support to the colleges, thus, centers on training. Two important questions may be asked. First, to what extent can or should professional or subprofessional training be part of college curricula? Second, what role should colleges assume in offering non-academic or continuing-education programs.

4. Confused, in part, by the issues of professional and subprofessional training, two- and four-year colleges particularly, and graduate schools secondarily, have neither identified nor defined their separate and distinct responsibilities for educational efforts and areas of service; a special problem exists in defining the relationship of parallel and terminal problems in the two-year colleges.

   Some two-year programs, and even four-year programs, have assumed responsibility, within an academic context, for training policemen in the skills of their calling. The effort, in part, is craft rather than education oriented. Even within meaningful academic programs, required or optional field training for credit at baccalaureate and graduate levels relates more to "street" work rather than to an experience supportive of an educational effort. On the other hand, some two-year colleges offer professional courses geared more appropriately to upper-division students, and some graduate programs offer but little more than the upper-division phase of undergraduate work. Not defined are the relative roles of the three classes of institutions.

5. Arising largely from the matters discussed in Item 4, above, is a vexing problem to colleges and students alike of the nontransferability of two-year college credits to four-year programs.

   The problem exists not only in regard to students transferring interstate but applies as well to intrastate transferees. Nontransferability of credits may extend required work to four and one-half or more years for the baccalaureate degree. Students feel that they were ill-advised when they began their college work as they are faced with a difficult choice among alternatives from which they must choose. Four-year college faculty advisors are hard-pressed to resolve such problems for students, and students may terminate their educational efforts rather than accept unexpected burdens.

A review of the literature has failed to disclose any significant research or writing on the specific areas covered by this proposal. It is interesting to note, however, that a conference for New Jersey mayors and chiefs of police, sponsored by the New Jersey

Police Training Commission in coordination with Ocean County College, Rider College, and Rutgers University, on the subject "Higher Education for Police -- The Critical Challenge," was held at Rutgers on March 19 and 20, 1968.

The basic purpose of data gathering, analysis, and synthesis is to provide answers to the problems posed above. What can be expected in the way of recommendations will cover improving relations between state and local law enforcement agencies and colleges for mutual service and advantage, providing sound concepts and programs for colleges in the areas of professional and subprofessional training for law enforcement personnel, tailoring educational programs to the needs of modern law enforcement agencies, encouraging college graduates to enter law enforcement, encouraging law enforcement agencies to recruit and effectively use such graduates, developing compatible program goals for two- and four-year colleges and graduate schools offering law enforcement programs, and establishing realistic criteria and procedures for ameliorating the present problem of credit transferability.

B. Methodology and Description of Activities

In order to provide the data necessary for the resolution of problems identified above, and others not yet isolated, Kent State University, through its Institute of Government Research and Service, would:

1. Trace and evaluate careers of a nationwide sample of graduates of two-year and four-year law enforcement

college programs who secured their diplomas in the years 1959-1963, or, alternatively, of all such graduates from selected colleges. Items to be considered would include:

  a. Present kinds of employment in three broad classifications: law enforcement (by kind of agency), law enforcement related work (parole, probation, and so on), and other (neither directly in law enforcement or in related work).

  b. Comparison of the percentage of law enforcement graduates remaining in their field to that of graduates of other kinds of professional education.

  c. Levels of acceptance of law enforcement graduates by chiefs of police and commanding officers in departments with an adequate sample of such graduates.

  d. Levels of acceptance in the same departments of such graduates, by other personnel.

  e. Levels of accomplishment and competence achieved by such graduates in law enforcement agencies, in comparison with others of equal academic achievement in other fields and others of lesser academic background who enter law enforcement.

2. Analyze the programs of a representative sample of two- and

four-year law enforcement programs in order to:

   a. Determine their apparent intent or goals.
   b. Establish the correlation or lack of it between announced program and supporting curricula.
   c. Evaluate patterns of programs and goals.

3. On both structured and open-end bases, interview a representative sample of law enforcement program administrators for purposes similar to those identified in Item 2 above.

4. Interview faculty in disciplines such as sociology, political science, psychology, law, and others in order to obtain:

   a. Their evaluation of on-campus police educational efforts.
   b. Their suggestions and recommendations for improvements of the effort both locally and nationwide.

5. Analyze the transferability of credits to four-year programs from two-year programs, both intrastate and between states.

An advisory committee would be appointed to assist and guide Institute staff throughout the project. It would be composed of approximately twelve persons representing the most capable of the nation's police administrators, academic heads of college law enforcement programs, competent research persons, and specialists in adult and higher education. Represented as well would be relevant disciplines such as sociology, psychology, law and public administration. It is anticipated that the committee would meet three times, at the beginning of the project to review program content and scheduling, midway of the project to review work and assist in such reorientation as may be necessary, and ten weeks before completion of the project for general review. In addition each member would be expected to review the final report draft.

Questionnaires would be drafted with the assistance of qualified faculty throughout the University. They then would be field-tested and revised as necessary before distribution. When adequately tested and refined, questionnaires would be mailed to all colleges with law enforcement programs and to approximately 100 police departments. Sophisticated use of the University's automated data processing facilities is planned and questionnaires and interviews will be designed with this in mind.

It is contemplated that in depth interviewing would be conducted in approximately 50 colleges and 30 police departments at federal, state, county, and municipal levels. Two University faculty members would spend three months each in field interviewing during the second quarter of the project. Their work would be supplemented by selected interviewers who, in total, would spend an additional two months on such work.

C. The Use to be Made of Findings

Data gathered during the course of the project will result first in a series of findings in regard to problems identified above, and to other problems not yet visible or isolated, and second, in a series of recommendations, both major and minor in nature, for:

1. Creating an awareness of the need for, and means by which, a more effective relationship may be developed between police agencies and colleges, to their mutual benefit, by opening the research resources of the agencies to the colleges for their own purposes and from which the colleges, themselves, may directly serve the agencies through development of new concepts, policies, and procedures.

2. Devising means by which colleges, through their educational efforts, may more fully serve state and local police agencies by providing qualified graduates to them.

3. Suggesting appropriate conceptual bases and realistic programs for the provision of professional and subprofessional training by colleges to the state and local police service. Training on which recommendations would be made extends from the more common extra-agency patrolman-training to sophisticated management programs and would include, as well,

programs in specialized areas such as automated data processing, planning and research, inspectional services, community values and community relations, policy development, and the administration of justice.

4. Establishing program goals for two-year colleges, both terminal and parallel, four-year colleges, and graduate schools. Established disciplines have more effectively accomplished sound inter-relationships because of their maturity, academic achievement of their faculties, and slower rate of development. They will be drawn upon in the formulation of college law enforcement goals. Three states would be selected in which models could be developed, and transitional programs established, that would provide the means for development of more orderly relationships. Development of recommendations in this area bears heavily on the following item.

5. Providing guidelines for establishing optimal transferability of credits between two-year colleges and between four-year colleges and, importantly, from two- to four-year colleges, and from four-year colleges to graduate schools. Again, three states would be selected in which guidelines for transferability would be established.

A further product of the research should be identification of other problems that may limit the value of college-based educational efforts to municipal police departments and subsequent recommendations that provide for more significant results for local law enforcement.

The report on the study should be available for widespread distribution and should serve several clienteles: (1) colleges now offering law enforcement programs interested in improving their programs, (2) colleges interested in establishing law enforcement programs, as a guide to measuring need, devising program, and evaluating special requirements, (3) researchers of many disciplines concerned with the dynamics of today's law enforcement, and (4) police administrators seeking professional growth for their agencies and the means to improve service to their publics.

It is important, in conclusion, to emphasize that it is timely to make such a study. Police educational efforts have not, nor will they soon, reach the status of stability of the established disciplines. If the growth of police educational efforts is to be meaningful and their cost justified, such a study is imperative.

Appendix B

SELECTED BIBLIOGRAPHY

The following is a highly selective listing of books and articles which may be of substantial value to teachers and practitioners in criminal justice. Many more items were examined than are listed; in many areas repetitious or overly general works have been excluded in favor of more precise ones. Also, works pertaining to the more technical aspects of police work have been excluded, as outside the province of this report. Some items not very recent have been included because (1) they have historical interest, and/or (2) they have not been substantially superseded.

Items are presented alphabetically within the noted subject areas. In some cases the inclusion of a given item in a certain category may appear capricious, at least judging by the item's title. Sometimes, however, there is a marked disparity between an item's title and its actual content, and it was deemed proper to be guided by the latter. In some instances, of course, it was thought more appropriate to categorize an item somewhat arbitrarily rather than to duplicate it in several categories. The general scheme of organization and some category titles have been loosely adapted from William H. Hewitt's _A Bibliography of Police Administration, Public Safety, and Criminology -- to July 1, 1965_ (Springfield, Ill.: Charles C Thomas, 1965).

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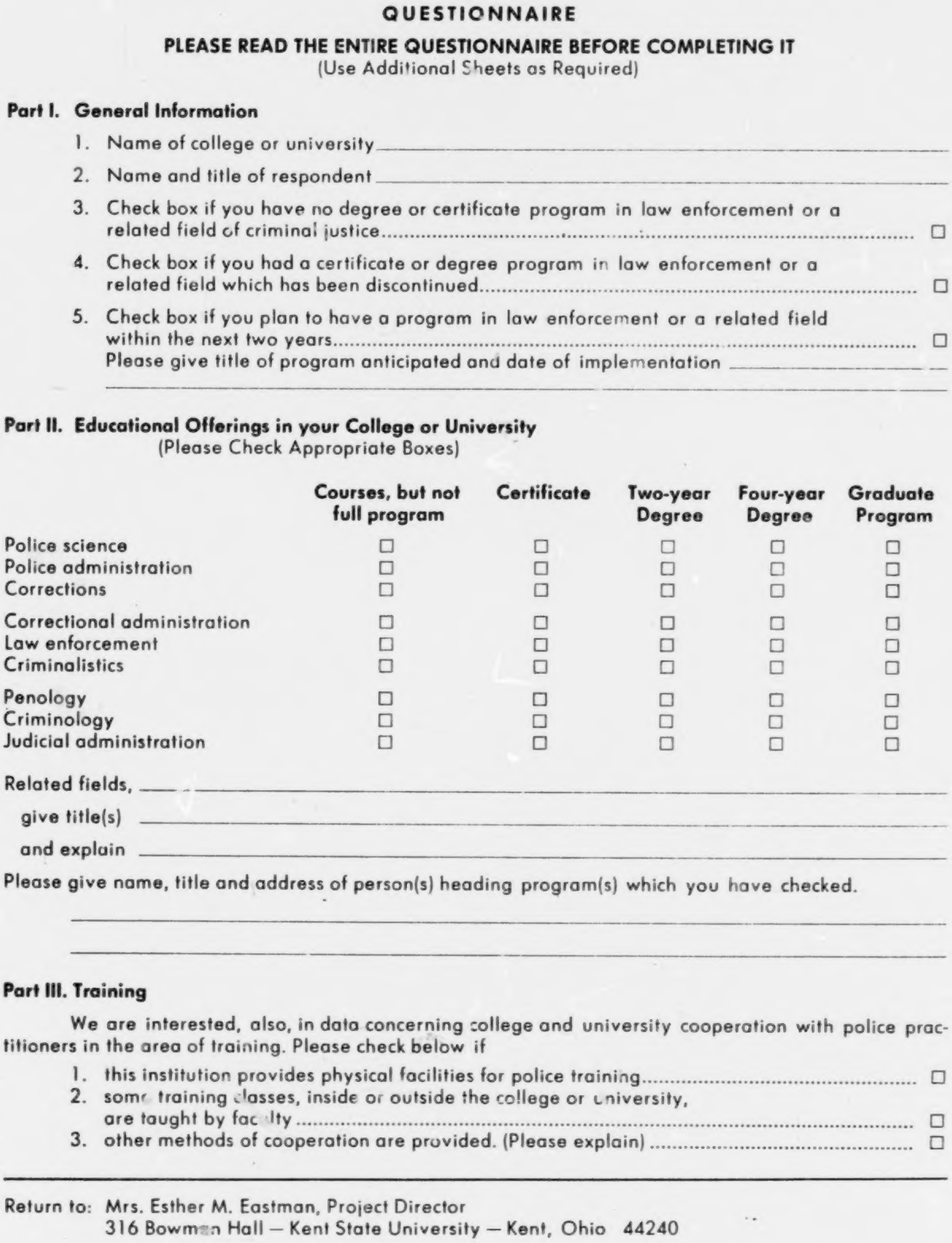
Appendix C

QUESTIONNAIRES

Preliminary Questionnaire



QUESTIONNAIRE

PLEASE READ THE ENTIRE QUESTIONNAIRE BEFORE COMPLETING IT
(Use Additional Sheets as Required)

Part I. General Information

1. Name of college or university
2. Name and title of respondent
3. Check box if you have no degree or certificate program in law enforcement or a related field of criminal justice ☐
4. Check box if you had a certificate or degree program in law enforcement or a related field which has been discontinued ☐
5. Check box if you plan to have a program in law enforcement or a related field within the next two years ☐
   Please give title of program anticipated and date of implementation

Part II. Educational Offerings in your College or University
(Please Check Appropriate Boxes)

	Courses, but not full program	**Certificate**	**Two-year Degree**	**Four-year Degree**	**Graduate Program**
Police science	☐	☐	☐	☐	☐
Police administration	☐	☐	☐	☐	☐
Corrections	☐	☐	☐	☐	☐
Correctional administration	☐	☐	☐	☐	☐
Law enforcement	☐	☐	☐	☐	☐
Criminalistics	☐	☐	☐	☐	☐
Penology	☐	☐	☐	☐	☐
Criminology	☐	☐	☐	☐	☐
Judicial administration	☐	☐	☐	☐	☐

Related fields,
give title(s)
and explain

Please give name, title and address of person(s) heading program(s) which you have checked.

Part III. Training

We are interested, also, in data concerning college and university cooperation with police practitioners in the area of training. Please check below if

1. this institution provides physical facilities for police training ☐
2. some training classes, inside or outside the college or university, are taught by faculty ☐
3. other methods of cooperation are provided. (Please explain) ☐

Return to: Mrs. Esther M. Eastman, Project Director
316 Bowman Hall — Kent State University — Kent, Ohio 44240

Principal Questionnaire

QUESTIONNAIRE

Police Education in American Colleges and Universities:
A Search for Excellence

INTRODUCTION

Two particular concerns are foremost in our minds as we earnestly request your assistance in this important study of police education in American colleges and universities. The first is that we secure data of high quality on which to base the report. The second is that we minimize your effort in preparing the data on your institution. Hence questions, to simplify your problem of response, and ours of coding and analysis, require only check marks; however, some require specific or approximate data. Though open end questions have been avoided, please feel free to make comments, where appropriate, on the margins of the questionnaire or on an additional sheet.

NOTE:

> Two special requests are made of you in addition to that of completing the questionnaire. First, would you send us a catalog which contains information on your program, or copies of the appropriate pages? Second, would you send us copies of vitae of your professional full-time staff? A copy of a standard personal data form is found at the end of the questionnaire, should you prefer to use it. If you do and need more for your staff, please run additional copies.

General Information

1. Name of College or University ______________________________
2. Address ______________________________
3. Title of Program ______________________________
4. Name of unit in the academic structure to whom the head of your program reports—(e.g. Department of Political Science) ______________________________
   (a) Would you prefer a different arrangement? Yes ☐ No ☐
   If so, what? ______________________________
   (b) Has your program ever been under a different institutional unit? Yes ☐ No ☐ If so, please identify. ______________________________
5. Name of individual heading program ______________________________
   (a) Administrative title ______________________________
   (b) Telephone number ☐☐☐ ☐☐☐ ☐☐☐☐
6. If other than #5 above, give name and title of person answering this questionnaire. ______________________________
7. Date on which your program
   (a) planning began. ______________ (c) classes were first offered. ______________
   (b) was approved. ______________ (d) graduated first student. ______________
8. Give exact title(s) of degree(s) offered in program. ______________________________
   ____
9. School is on which system? Semester ☐ Quarter ☐ Trimester ☐

Admissions Policy

10. Undergraduate admission at your institution for 2-year and/or 4-year programs require that:

	In-State	*Out-of-State*
(a) graduates of accredited high schools within the state are, *ipso facto*, eligible for admission.	Yes ☐ No ☐	Yes ☐ No ☐
(b) applicants had maintained a "C" average or better during high school.	Yes ☐ No ☐	Yes ☐ No ☐
(c) applicants rank scholastically above a predetermined level in their high school graduating class.	Yes ☐ No ☐	Yes ☐ No ☐
(d) applicants achieve an acceptable composite score on the American College Test or Scholastic Aptitude Test.	Yes ☐ No ☐	Yes ☐ No ☐
(e) a G.E.D. diploma be accepted in lieu of a regular high school diploma.	Yes ☐ No ☐	Yes ☐ No ☐
(f) applicants present satisfactory character references or recommendations.	Yes ☐ No ☐	Yes ☐ No ☐
(g) applicants undergo personal interviews.	Yes ☐ No ☐	Yes ☐ No ☐
(h) applicants present for evaluation information concerning achievements and extra-curricular activities prior to time of application.	Yes ☐ No ☐	Yes ☐ No ☐
(i) applicants accumulate a predetermined minimum number of college credits.	Yes ☐ No ☐	Yes ☐ No ☐

11. Do you have a graduate program in law enforcement? Yes ☐ No ☐
If no, skip to question number 13. If yes, does graduate policy at your institution provide that admission decisions be based on an applicant's

(a) undergraduate accumulated grade average.	Yes ☐ No ☐
(b) Graduate Record Examination scores.	Yes ☐ No ☐
(c) Miller Analogies Test score.	Yes ☐ No ☐

(d) Other(s) ______________________________

12. Graduate admission policy at your institution provides that admission decisions be made by:

(a) a graduate studies office.	Yes ☐ No ☐
(b) your program staff.	Yes ☐ No ☐
(c) your program staff after preliminary review by graduate studies office.	Yes ☐ No ☐

13. Is there provision for additional restrictions on admission to your program? If yes, check the following where appropriate. Yes ☐ No ☐

	Pre-service Women		*Pre-service Men*		*In-service Personnel*	
	Mandatory	*Permissive*	*Mandatory*	*Permissive*	*Mandatory*	*Permissive*
(a) Background investigation	☐	☐	☐	☐	☐	☐
(b) Police records check	☐	☐	☐	☐	☐	☐
(c) Physical/Medical tests	☐	☐	☐	☐	☐	☐

(d) Physical requirements of:

	Mandatory	*Permissive*
Height	☐	☐
Weight	☐	☐
Eye Sight	☐	☐
(e) Test for intelligence or aptitude	☐	☐
(f) Tests for emotional stability	☐	☐

(g) Other (specify) ______________________________

14. Are academic entrance requirements for admission to the law enforcement program different from other programs? Yes ☐ No ☐

15. Is your institution required by state law or policy to accept, for transfer, all course credits (assuming a satisfactory grade) from all other accredited institutions within the State? Yes ☐ No ☐

16. At what level(s) within your institution is acceptability of transfer credits determined?

(a) *Level 1.* Initial acceptability of the total number of course credits is determined by the admissions office or some other top level administrative office. Yes ☐ No ☐

(b) *Level 2.* A school or individual college (within university) determines the acceptability of credits in its area. Yes ☐ No ☐

(c) *Level 3.* The program director or program admissions committee decides the acceptability of course credits as they apply to the program's specialized field. Yes ☐ No ☐

17. The acceptability of transfer course credits is based on *written* policy at above identified levels:
1. Yes ☐ No ☐; 2. Yes ☐ No ☐; and 3 (above) Yes ☐ No ☐.

18. Are there more problems involved in law enforcement course credit transfers from 2-year to 4-year programs than in other academic areas? Yes ☐ No ☐
If yes, please rank the following factors by order of importance (1=most important, 2=next most important, and so on).

(a) ☐ Goals of some 2-year and 4-year law enforcement programs are not compatible.

(b) ☐ Some courses given by the 2-year law enforcement programs are considered unacceptable by 4-year program directors.

(c) ☐ Students take 2-year terminal degree program and later attempt to continue for B.A. or B.S. degrees.

(d) ☐ Program counseling seems to be inadequate.

(e) ☐ Other ____________________

Law Enforcement Program Information

19. Please complete the following:

Degree(s) granted	A. Total number of credits required for degree		B. Number of Law Enforcement credits required in major		C. Total number of graduates through June 1969	D. Number of graduates during school years 1967-68/1968-69		E. Forecast of approx. no. to be graduated 1969-1970	F. Program(s) checked below may be dropped by Sept. 1970	G. Program(s) checked below are planned for Sept. 1970
	Semester	*Quarter*	*Semester*	*Quarter*		1967-68	1968-69			
1-year Certificate										
2-year Certificate										
Associate in Arts										
Associate in Science										
Bachelor of Arts										
Bachelor of Science										
Masters										
Doctorate										
Other degrees & titles (list)										
Remarks:										

20. The thrust of your program is to prepare students, who intend to enter law enforcement agencies, for positions primarily (check only one)

(a) at the level of operation (e.g. patrolman or corrections officer). ☐

(b) at the level of administration. ☐

(c) Other ________________ ☐

21. Students are being prepared for positions in which of the following kinds of jurisdictions? Please rank-order response.

(a) Municipal ☐
(b) County ☐
(c) State ☐
(d) Federal ☐
(e) Campus ☐
(f) Other ________________ ☐

22. Students are being prepared for employment within which (please rank-order response) of the following areas of responsibility.

(a) Police ☐
(b) Criminology ☐
(c) Courts ☐
(d) Juvenile ☐
(e) Traffic safety ☐
(f) Criminalistics ☐
(g) Industrial and retail security ☐
(h) Teaching: as a member of a college or university faculty ☐
(i) Teaching: as an employee of a law enforcement or related agency in training programs ☐
(j) Technical areas (e.g. evidence technician and chemical testing for intoxication) ☐
(k) Corrections, including probation and parole ☐
(l) Other ________________ ☐

23. Law enforcement program is: full-time ☐ part-time ☐
(A full-time program is one in which a 2-year degree may be earned in two years or less attendance and a 4-year degree earned in four years attendance, unless extended by any kind of work-experience program).

24. Courses are offered at
(check appropriate boxes)

	Both day & evening	Day (only)	Evening (only)
Main campus			
Branch(es)			

25. Does your program have day courses which are repeated in the evening? Yes ☐ No ☐
If yes, please check the following, where appropriate.

(a) All day courses are repeated in evening. Yes ☐ No ☐
(b) Some day courses are repeated in evening. Yes ☐ No ☐
(c) A day course repeated in the evening is taught by the same professor. Yes ☐ No ☐
(d) Night courses and day courses concurrently cover the same material. Yes ☐ No ☐
(e) A student who has shift changes in his employment during the term can alternate attendance between day and evening sessions of the same course. Yes ☐ No ☐

26. May credit be given for courses by examination? Yes ☐ No ☐

27. Are some courses waived for in-service law enforcement students? Yes ☐ No ☐

28. Is credit given for in-service experience? Yes ☐ No ☐

29. Does your program offer (check the following where applicable)

	Credit	*Non-Credit*
(a) extension courses (at locations other than branch campuses),	☐	☐
(b) correspondence courses,	☐	☐
(c) conferences,	☐	☐
(d) institutes,	☐	☐
(e) or seminars?	☐	☐

30. Do you actively recruit students for your program(s) Yes ☐ No ☐
If yes, check methods used.

(a) Brochures ☐

(b) Newspapers ☐

(c) Magazines ☐

(d) Radio ☐

(e) Contact with law enforcement agencies ☐

(f) Contact with guidance counselors — high school ☐
college ☐

(g) Participation in high school Career Day programs ☐

(h) Other ________________ ☐

31. Do you have a program specifically designed to aid in the recruitment of students from minority groups or the educationally disadvantaged? Yes ☐ No ☐

32. Rank in the order of their importance the factors which you consider most detrimental to the recruitment of students into your law enforcement program.

(a) Social status of law enforcement personnel. ☐

(b) Pay scales in law enforcement. ☐

(c) Danger involved in some kinds of law enforcement. ☐

(d) Graduates of degree programs usually start on the lowest step of the law enforcement agency ladder. ☐

(e) Opposition to college educated personnel on the part of administrators in law enforcement. ☐

(f) Other ________________ ☐

33. Is there a separate and distinct research component (independently staffed) in, or considered as a part of, or a support unit to, your law enforcement program? Yes ☐ No ☐

(a) Is research a basic factor in faculty promotion or determination of annual salary increments? Yes ☐ No ☐

34. Is your program involved in consulting to, or demonstration projects with, local law enforcement agencies? Yes ☐ No ☐

35. Please list grant-supported research projects in the area of law enforcement — give name of grantor, title of project, and completion date where appropriate. (Attach separate sheet if space here is inadequate).

(a) Completed ________________

____

(b) Underway ________________

____

(c) Proposed or planned ________________

Student Information

NOTE: In questions 36, 37, and 38 below:

Pre-service refers to a person with no law enforcement experience.
In-service refers to a person presently employed by a law enforcement agency.
Prior service refers to a person who has had law enforcement experience but is not presently employed in that field.
*A** refers to students registered for *fewer than* 9 semester hours or 12 quarter hours of credit.
*B** refers to students registered for 9 or more semester hours or 12 or more quarter hours of credit.

36. Give total number of students registered Fall Term 1969.

	Certificate	2-year degree		4-year degree		Masters	Doctorate
		A*	B*	A*	B*		
Pre-service							
In-service							
Prior service							
Total							

37. Give total number of students registered Fall Term 1968.

	Certificate	2-year degree		4-year degree		Masters	Doctorate
		A*	B*	A*	B*		
Pre-service							
In-service							
Prior service							
Total							

38. Give total number of students registered Fall Term 1967.

	Certificate	2-year degree		4-year degree		Masters	Doctorate
		A*	B*	A*	B*		
Pre-service							
In-service							
Prior service							
Total							

39. Give the approximate number of degree or non-degree transfers to your program from other institutions (do not include internal institutional transfers).

(a) Fall term 1969 ______ (b) Fall term 1968 ______ (c) Fall term 1967 ______

40. Does your program have any course or courses which

(a) must be taken by students in other majors? Yes ☐ No ☐

(b) may be taken by students in other majors to satisfy their own major requirements? Yes ☐ No ☐

(c) may be taken by students in other majors to satisfy elective requirements? Yes ☐ No ☐

(d) are restricted to law enforcement majors? Yes ☐ No ☐

(e) in your opinion, should be required of
  i. all students in the institution? Yes ☐ No ☐
  ii. all students within certain other academic units of the institution? (e.g. College of Arts & Sciences) Yes ☐ No ☐

(f) in your opinion, should be an optional course(s) to satisfy general institutional requirements? Yes ☐ No ☐

(g) in your opinion, should be restricted to law enforcement majors only? Yes ☐ No ☐

41. Is there a trend in your institution to lessen or remove rigid course requirements? (e.g., 32 hours of political science of the students' choosing required, rather than specific political science courses which amount to 32 credits). Yes ☐ No ☐

42. Some reasons for college dropouts are listed below. Please indicate by rank order (1= number of highest frequency) the importance of each as they exist in your program.

(a) Financial inability to continue ☐

(b) Recognition of inability to successfully complete work ☐

(c) Academic failure ☐

(d) Change of interest ☐

(e) Draft ☐

(f) In-service student who finds his employer or agency not in favor of such programs. ☐

(g) Other ______________________________ ☐

43. Is there an honors college program available for law enforcement students? Yes ☐ No ☐

44. Does your institution provide tutoring services, free of charge, for

(a) the slow learner? Yes ☐ No ☐

(b) the educationally disadvantaged? Yes ☐ No ☐

45. Do any of the law enforcement agencies of your area, to encourage their employees to continue their education, provide the following? (check appropriate boxes)

(a) Fixed shifts of work to accommodate employees attending college Yes ☐ No ☐

(b) For successful completion of college work:
  i. Tuition refunds Yes ☐ No ☐
  ii. Salary increments Yes ☐ No ☐
  iii. Points on promotional examination Yes ☐ No ☐
  iv. Other (please list) ______ Yes ☐ No ☐

46. Indicate the total number of graduates in the two-year period from July 1, 1967 to June 30, 1969 who

(a) continued employment in municipal law enforcement ______

(b) continued employment in county, state, or Federal law enforcement ______

(c) entered municipal law enforcement ______

(d) entered county, state or Federal law enforcement ______

(e) entered a related field, e.g. industrial security ______

(f) entered military service ______

(g) continued in military service ______

(h) became instructors in colleges or universities in the area of law enforcement ______

(i) continued education (full-time, non-employed) ______

(j) other ______ ______

(k) no information available ______

47. Does your program, itself, provide placement service for its graduates? Yes ☐ No ☐

48. Do law enforcement agencies recruit on campus? Yes ☐ No ☐

49. Are entrance examinations for some law enforcement agencies given on campus? Yes ☐ No ☐

Student Work Experience Program Information

Note: For purposes of this questionnaire, work/experience (the subject of questions 49-52) is of four kinds:

1. *Internship:* A single term off-campus, usually between the junior and senior years, working in a law enforcement agency, on a paid basis, developing a special competence in a particular area of interest such as budgeting, planning, or research.
2. *Field training:* A block of time, usually one term or less, in which the student is an observer in the field of law enforcement, without compensation.
3. *Work/Study:* The student alternates terms, first on the campus, then in the field in a law enforcement or related social agency, as a temporary employee of the agency.
4. *Research (graduate level):* Students serve as members of joint faculty-student research teams.

50. Check appropriate boxes below as they relate to your law enforcement program's work experience component.

	Not applicable	Had but dropped	Now have	Proposed
Internship				
Field Training				
Work/Study				
Research				

If you have no work experience component at present, skip to question number 53.

51. Where appropriate, check or complete the following:

	Components of Work Experience Program	Field Training		Internship		Work/Study		Research	
		Yes	No	Yes	No	Yes	No	Yes	No
(a)	In-service law enforcement personnel are exempt								
(b)	A summer program only								
(c)	Arrangements are made through your program personnel with agencies or businesses								
(d)	Is supervised by employer								
(e)	Employer gives a student rating								
(f)	Is supervised by faculty								
(g)	Policy for grading is pass-fail								
(h)	No grading or mark is given								
(i)	Is non-credit								
(j)	If credit is given, list maximum allowed								
(k)	Length of time (in weeks)								
(l)	If given on elective basis, what percentage of students elect it?								

52. Does the student give an evaluation (in writing) of his work experience? Yes ☐ No ☐

53. Is there a class especially designed to allow students to discuss their work experiences with others? Yes ☐ No ☐

Training Information

54. Does your law enforcement program or some other unit of your institution, e.g. an institute of government, provide any training courses, either recruit or any other in-service type? Yes ☐ No ☐
If yes, please check the following boxes. If no, skip to question 56.

55. Do you have:

		Training provided by law enforcement program		Training provided by another unit of your institution	
		Yes	No	Yes	No
(a)	recruit or basic training courses?	☐	☐	☐	☐
(b)	in-service refresher courses (patrolman level)?	☐	☐	☐	☐
(c)	in-service technical courses, e.g., photography chemical analysis, etc.?	☐	☐	☐	☐
(d)	supervisory courses?	☐	☐	☐	☐
(e)	command and administrative courses?	☐	☐	☐	☐
(f)	sociologically oriented courses, e.g., community relations?	☐	☐	☐	☐
(g)	a certificate program which meets the basic recruit training standards of your state and exempts graduates from further local training?	☐	☐	☐	☐
(h)	a program certified to provide the basic recruit training necessary for law enforcement officers of your area?	☐	☐	☐	☐
(i)	training in law enforcement that constitutes a major portion of the total law enforcement training in your area?	☐	☐	☐	☐
(j)	some training courses that are accepted by the state in lieu of training academy courses?	☐	☐	☐	☐

56. During the school year 1968-1969

(a) how many separate training courses did your program conduct? ____________

(b) what is the approximate number of classroom hours of training provided? ____________

(c) approximately how many law enforcement personnel were trained? ____________

57. Is college credit given for successful completion of any training courses? Yes ☐ No ☐
If yes, complete a, b, and c below.

Is credit given for

(a) training courses provided by your institution? Yes ☐ No ☐ Maximum credits ________

(b) State standard basic recruit training course (given by a police or other academy, e.g., corrections)? Yes ☐ No ☐ Maximum credits ________

(c) general and specialized programs such as
- i. Southern Police Institute Yes ☐ No ☐ Maximum credits ________
- ii. Northwestern University Traffic Institute Yes ☐ No ☐ Maximum credits ________
- iii. F.B.I. National Academy Yes ☐ No ☐ Maximum credits ________
- iv. Certified polygraph school Yes ☐ No ☐ Maximum credits ________
- v. Fort Gordon Military Police School Yes ☐ No ☐ Maximum credits ________
- vi. Other ______________________________ Maximum credits ________

58. Do full-time faculty members teach police training courses off campus in law enforcement agency sponsored programs? Yes ☐ No ☐

59. If your institution has no training program or classes, are the physical facilities of the campus used by law enforcement agencies for training purposes? Yes ☐ No ☐

60. Has your program or some other unit within your institution offered training courses or training programs that have been dropped? Yes ☐ No ☐

61. Will training courses or a training program be initiated by your law enforcement program or some other unit of your institution by Fall term 1970? Yes ☐ No ☐

Faculty Information

62. What is the number of full-time faculty in your program? ____________

63. What is your full-time student/full-time law enforcement faculty ratio? ______ Is this satisfactory? Yes ☐ No ☐

64. What is the number of part-time faculty? ______ (please complete the following chart)

Education		Experience	
Highest Level of Education Attained	Number Employed	Regularly Employed	Number Employed
High School		in a police department	
1 year College		in a correctional agency	
2-year Associate Degree		in the practice of Law	
		in a judicial capacity	
B.A. or B.S.		by the Federal Bureau of Narcotics	
LL.B. or J.D.		by the Federal Bureau of Investigation	
Masters		by your institution	
Doctorate		Others (please list)	

65. What factors effect your recruitment of "good" faculty? (rank all which are appropriate in order of their effect, 1 = most important).

(a) Salaries ☐

(b) Degree requirements for persons experienced in the law enforcement field ☐

(c) Degree people are available but lack practical law enforcement experience ☐

(d) Location of college or university ☐

(e) Teaching load requirements ☐

(f) Pension plan ☐

(g) Budget (date of budget clearance for new positions is too late in Spring term for good selection of candidates) ☐

(h) Don't know where to find qualified people ☐

(i) Other ______________________ ☐

____

66. Is your law enforcement faculty adequate to meet present needs? Yes ☐ No ☐
If not, your need is for (rank by order of importance)

(a) more full-time faculty ☐

(b) more part-time faculty ☐

(c) better qualified faculty ☐

(d) faculty with higher academic qualifications ☐

(e) faculty with more experience in field of law enforcement ☐

(f) Other

______________________ ☐

67. Estimate as accurately as possible the number and types of additional full-time faculty that you will need beginning September, 1970 (check degrees and areas of need).

	Ability to Teach Most L.E. Subjects	Law	Traffic	Administration and Organization	Criminology	Corrections, Probation & Parole	Other e.g., (specialists)
No degree necessary							
2-year degree							
B.S. or B.A.							
LL.B. or J.D.							
Masters							
Doctorate							
Total Needed							

68. Does your institution have a program of faculty development or improvement, beyond that provided by sabbatical leaves, whereby faculty members may

(a) have released time at full salary to pursue academic studies on your campus or another? Yes ☐ No ☐

(b) take courses on your campus under a waiver of charges? Yes ☐ No ☐

(c) engage in a faculty exchange program with another university? Yes ☐ No ☐

(d) have released time for research? Yes ☐ No ☐

69. Does your institution have provision for

(a) sabbatical leaves? Yes ☐ No ☐

(b) adequate travel and expense monies for attendance at professional conferences? Yes ☐ No ☐

(c) adequate faculty resources to cover classes while staff is attending out-of-city or out-of-state conferences? Yes ☐ No ☐

(d) payment of membership dues in professional associations by your institution? Yes ☐ No ☐

(e) other ____ Yes ☐ No ☐

70. Do you have any arrangement to share faculty with other law enforcement programs in your area? Yes ☐ No ☐

71. Does your institution conduct a summer enrichment institute for law enforcement faculty for which credit is given? Yes ☐ No ☐

72. Would you be interested in attending or having members of your faculty attend a summer enrichment institute for which credits were given? Such institute would be conducted by a university on its campus and would be designed exclusively for law enforcement faculty, particularly those in associate degree programs. Yes ☐ No ☐

(a) Would your participation in such an institute be contingent upon financial assistance? Yes ☐ No ☐

(b) Your interest would be in
- i. program development Yes ☐ No ☐
- ii. curriculum development Yes ☐ No ☐
- iii. inter-institutional relations Yes ☐ No ☐
- iv. increasing competency in teaching Yes ☐ No ☐
- v. research methodology Yes ☐ No ☐
- vi. other ______________ Yes ☐ No ☐

Financial Information

73. Does your program receive financial aid provided outside your normal college budget? (Do not include LEEP Grants and Loans) If yes, from which of the following? Yes ☐ No ☐

(a) Foundation(s) ☐
(b) Private citizen(s) ☐
(c) Private industry or business ☐
(d) Local civic organization(s) ☐
(e) Local government ☐
(f) State government ☐
(g) Federal government ☐
(h) Other(s) __________ ☐

74. What are the tuition charges for a full-time in-state student at your institution for the academic year 1969-70? ______

75. What are the basic fee charges for a full-time in-state student for academic year 1969-70? ______

76. What are the per-credit-hour costs for a part-time in state student? ______

77. Please give the number of students receiving tuition refunds or grants for the Fall term 1969 from the following sources:

(a) L.E.E.P. ______ (b) Police departments and other sources ______

78. Identify the total amount of monies involved in tuition refunds or grants in 77 above. (a) ______ (b) ______

Facilities and Equipment Information

79. Is the housing (classrooms and offices) of your law enforcement program excellent ☐ adequate ☐ or unsatisfactory? ☐ If unsatisfactory, are there plans for improvement? Yes ☐ No ☐

80. Does your institution have, or have access to, a crime laboratory? Yes ☐ No ☐
If yes, complete a, b, and c below by checking appropriate boxes.

(a) The crime laboratory apparatus is valued at approximately:
- i. under $25,000 ☐
- ii. $25,000 but under $50,000 ☐
- iii. $50,000 but under $100,000 ☐
- iv. $100,000 but under $200,000 ☐
- v. $200,000 or more ☐
- vi. No information ☐

(b) Is this laboratory used for one or more courses in criminalistics? Yes ☐ No ☐

(c) Do you offer a major in forensic science or criminalistics? Yes ☐ No ☐

81. What is the approximate number of volumes in the field of law enforcement, excluding the law library, that you have in your program offices and/or general institution library? ______

82. Is the scope of the law enforcement material available to you at your institution adequate for your needs? Yes ☐ No ☐

83. Is there an adequate number of copies of basic law enforcement reference materials? Yes ☐ No ☐

84. What is the approximate number of periodicals which your institution receives regularly? ______

85. Check those below that are included in the above figure.
☐ The Police Chief
☐ Law and Order
☐ Crime Control Digest
☐ Journal of Abnormal Psychology
☐ American Journal of Sociology
☐ Police
☐ Journal of Criminal Law, Criminology and Police Science
☐ From the State Capitols
☐ Law Enforcement Bulletin
☐ The Annals
☐ Personality and Social Psychology
☐ Social Review

Please list a few others which you find most helpful ______________________

____

Considerations for the Future

86. In your opinion, would it be helpful to you to have consultant services in the field of law enforcement higher education made available? Yes ☐ No ☐ If yes, check areas that would be of interest to you.

(a) Curriculum development Yes ☐ No ☐
(c) Faculty selection Yes ☐ No ☐
(b) Program evaluation Yes ☐ No ☐
(d) Other(s), please list ______________ Yes ☐ No ☐

87. If some government agency were willing to make consultant services available, select from below the way in which you would prefer to have them handled.

(a) By the official agency selecting the consultant and defraying the expenses. Yes ☐ No ☐

(b) By having the official agency make grants available so that each program head could select his own consultant. Yes ☐ No ☐

(c) Other ______________________ Yes ☐ No ☐

88. In your opinion, should there be a nationwide repository of information in the law enforcement field which, on your request, would provide data from its files? Yes ☐ No ☐

89. In your opinion, is there a need for an association of *institutions* of higher learning engaged in the criminal justice field, with a small paid staff of educators, which would be concerned with standards, the development of teaching materials, dissemination of information including job opportunities (faculty and field) and so on? Yes ☐ No ☐
If such an organization is founded, would your institution be likely to join on a paid-membership basis? Yes ☐ No ☐

NOTE: Please be sure to enclose catalog materials and copies of vitas or completed personal data forms.

The questionnaire and other materials should be sent to:
(Mrs.) Esther M. Eastman
Project Director
Institute of Government Research and Service
Kent State University
Kent, Ohio 44240

ATTACHMENT A
PERSONAL DATA FORM

I. PERSONAL INFORMATION

Name ____
Last First Middle

Present Home Address ____________________________ Phone ____________
Street City State

Present Employer ____

Title or Position: Academic ____

Administrative ____

Age as of January 1, 1970 ____________________

II. EDUCATION

A. Formal Training:

	Name of Institution	From	To	Degree or Diploma	Year Conferred
Undergrad. College or University					
Graduate College or University					

1. Undergraduate: Major Field(s) of Study ____________________________

   Minor Field(s) of Study ____________________________

2. Graduate: Major Field(s) of Study ____________________________

   Minor Field(s) of Study ____________________________

3. Thesis Subject: Master's ____________________________

   Doctorate ____________________________

B. Special Certificates, Licenses, Technical Training, etc.

____

____

III. RELEVANT PROFESSIONAL & EDUCATIONAL EXPERIENCE (Excluding present position)

Dates		Name & Location of Employer	Rank or Title
From	To		

IV. RESEARCH, PUBLICATIONS AND/OR SPECIAL REPORTS

Title	Publisher	Date

V. MEMBERSHIP IN SOCIETIES AND PROFESSIONAL ORGANIZATIONS

____

____

____

VI. COMMENTS

____

____

____

________________ ______________________
Date Signature

Careers Questionnaire

Name ______________________________ Address ____________________ ____________

Our records indicate that you were graduated from ____________________ in . All questions except four, five and nine relate to the educational experiences you received at this institution.

1. Give age when you started college ___ Age at time of graduation ___
2. The following relate to degrees.
   - a. If your degree was an associate degree, have you taken additional college courses toward receiving a bachelors degree? Yes __ No __
     - (1) Have you earned a bachelors degree? Yes __ No __
   - b. If your degree was a bachelors, have you taken graduate work toward receiving a masters? Yes __ No __
3. Were you employed as a law enforcement officer at any time while attending college? Yes ___ No ___
4. All the following questions refer to your first job experience upon graduation from ____________________.
   - a. If you were not employed as a law enforcement officer during your college career, was your first position upon leaving college, in law enforcement? Yes ___ No ___
   - b. Specifically what was your first position? ____________________
     - (1) Do you feel that your college education assisted you in getting that position? Yes ___ No ___
   - c. If this position was not in law enforcement, what was the reason for taking it? ____________________
     - (1) Do you feel that your college education assisted you in getting this position? Yes ___ No ___
   - d. Do you feel that your college education (1) assisted ___ (2) hindered ___ or (3) was immaterial ___ in performing in this job? Check
5. List all positions and/or promotions, since receiving your degree, and full-time educational experience when you wer not employed full time. Start with first employment and proceed to present employment, include dates.

   ____

   ____

   ____

   ____

6. The following questions refer only to the professional "police" courses.
   - a. Are you presently satisfied with the police courses which you took when you attended college? Yes ___ No ___
   - b. Were you satisfied with the police courses while you were attending college? Yes ___ No ___
   - c. What police courses would you add to make the program stronger?

     ____

     ____

   - d. What other changes would you recommend? e.g., reduce the number of required courses, such as those not relevant, and so on.

     ____

7. The following questions refer to all courses required other than the professional "police" courses:

   a. Are you presently satisfied with the other non-major courses that were required? Yes ___ No ___

   b. Were you satisfied with the other non-major courses that were required while you were attending college? Yes ___ No ___

   c. What courses would you add to those required in the non-major areas?

   ____

   d. What courses would you delete from the required non-major areas?

   ____

   e. What other changes would you recommend? ______________________

   ____

8. The following questions relate to "police" faculty:

   a. In general were you satisfied with the police faculty? Yes ___ No ___

   b. If answer to 7a above is No, please check the areas in which you were dissatisfied.

   Not academically qualified ___ Poor teaching techniques ___

   Not experientially qualified ___ Other (specify) ________________

   c. How would you rank your police professors generally with professors who taught your courses in other areas: Check your choice.
   (1) better ___ (2) same ___ (3) worse ___

   d. How would you rank your police professors in the specific areas listed below compared to professors you had in other courses? Please check.

   Command of material (1) better ___ (2) same ___ (3) worse ___
   Ability to teach (1) better ___ (2) same ___ (3) worse ___
   Rapport with students (1) better ___ (2) same ___ (3) worse ___

   e. How did the volume and quality of work required in the police courses compare with courses in other areas? (1) more ___ (2) same ___ (3) less ___

9. If you are now employed by a law enforcement agency (or have been at any time since receiving your degree), please give your assessment of the agency's attitude or policy toward "degree" officers (check appropriate space).

   a. Obtaining a degree has given me a greater opportunity for promotion or advancement than those not having a degree. Yes ___ No ___

   b. Cannot see where the degree makes much difference with regard to promotion or advancement. (a) agree ___ (2) disagree ___

   c. Non-degree holding personnel in the agency (check appropriate place)

      (1) Look with favor on employment of pre-service degree-holders. ___

      (2) Look with disfavor on employment of pre-service degree-holders. ___

      (3) Are indifferent to the matter. ___

      (4) Look with favor on pursuit of degrees by in-service personnel. ___

      (5) Look with disfavor on pursuit of degree by in-service personnel. ___

      (6) Are indifferent to pursuit of degrees by in-service personnel. ___

Appendix D

Q-SORT RESPONDENTS

Alabama	Birmingham
	Marion
	Mobile
	Montgomery
California	Berkeley
	Burbank
	Downey
	Fullerton
	Gilroy
	Los Angeles
	Los Angeles Sheriff
	Oakland
	San Carlos
	San Francisco
	Union City
	Walnut Creek
	Whittier
Colorado	Lakewood
Delaware	Wilmington
District of Columbia	Washington
Florida	Clearwater
	Dade County
	Miami
	New Port Richey
	Winter Park
Idaho	Pocatello
Indiana	Indianapolis
Kansas	El Dorado
	Emporia
	Great Bend
	Iola
	Lawrence
	Ottawa
	Pratt

Kansas (cont.')	Topeka Winfield Wichita
Michigan	East Lansing Detroit Flint
Missouri	Kansas City St. Louis
Montana	Missoula Bozeman
Nebraska	Kimball Scottsbluff
Nevada	Las Vegas
New Jersey	Asbury Park
New Mexico	Albuquerque
New York	Amherst Binghamton New York City Rochester Syracuse Yonkers
North Carolina	Charlotte
Ohio	Chester Township Cleveland Miamisburg Marietta Port Clinton Ravenna Streetsboro Xenia
Oklahoma	Muskogee Moore Nichols Hills Oklahoma City The Village Tulsa

Texas	Dallas
	El Paso
	Fort Worth
	Houston
Utah	Salt Lake City
Washington	Everett
	Seattle
	Tacoma
West Virginia	Huntington
Wyoming	Cheyenne

Appendix E

DIRECTORY OF LAW ENFORCEMENT PROGRAMS

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
ALABAMA					
*Alabama, University of	Birmingham 35233	(205) 934-3470	B. A.	Criminal Justice	
*Auburn University	Auburn 36830	(205) 934-3470	B. S.	Law Enforcement	Patrick F. Pendergast † Alan M. Shields
*Enterprise State Junior College	Enterprise 36330	(205) 347-0732	A. S.	Law Enforcement	John W. Lill †
*Gadsden State Junior College	Gadsden 35903	(205) 546-0484	A. A. S.	Police Administration	Erston S. Toney, Jr. †
*Jacksonville State University	Jacksonville 36265	(205) 435-9820	B. S.	Law Enforcement	Malcolm B. Street, Jr. †
*Jefferson State Junior College	Birmingham 35215	(205) 853-1200 x37	A. A. S.	Police Science	James L. Pugh † Billy Mitchell
*John C. Calhoun State Technical Junior College	Decatur 35601	(205) 353-3102	A. A. S. A. S.	Law Enforcement and Police Science	James Burr †
*Northwest Alabama State Junior College	Phil Campbell 35581	(205) 993-5331 x16	A. S.	Police Science Technology	
*Samford University	Birmingham 35209	(205) 870-2839	B. S.	Law Enforcement	E. T. Cleveland † Roy Brigance Lee Allen Henry White
*South Alabama, University of	Mobile 36608	(205) 460-7161	B. A.	Criminal Justice Administration	Robert Van Barrow †
ALASKA					
*Alaska, University of	College 99701	(907) 479-7110	A. A.	Police Administration	C. Allen Pierce †
*Anchorage Community College, U. of A.	Anchorage 99503	(903) 272-1424	A. A.	Police Administration	
*Juneau Douglas Community College	Juneau 99801	(903) 789-7292	A. A.	Police Administration	Fred Koschmann †

Legend: * denotes the college or university which cooperated in the study by completing and returning the research questionnaire.

† denotes name of program director or person to contact regarding the program.

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
ARIZONA					
*Arizona, University of	Tucson 85721	(602) 884-1560	B. S. M.P.A.	Public Administration major in Law Enforcement	
*Arizona Western College	Yuma 85364	(602) 782-4741	A. A. S.	Law Enforcement	Ronald J. Danielson † Michael Hoedling
*Central Arizona College	Coolidge 85228	(602) 723-4141 x61	A. S. A. A.	Law Enforcement and *Corrections*	Frank W. Budd †
*Cochise College	Douglas 85607	(602) 364-3451	A. A.	Police Science	Keith Jackson † Dewey Talley
*Eastern Arizona College	Thatcher 85552	(602) 428-1133 x31	A. A.	Law Enforcement	Howard Ross †
*Glendale Community College	Glendale 85301	(602) 934-2211	A. A.	Law Enforcement	Leslie E. McCoy †
*Mesa Community College	Mesa 85201	(602) 969-5521	A. A.	Law Enforcement Science	Donald L. Skousen †
*Northern Arizona University	Flagstaff 86001	(602) 523-3411	B. S.	Police Science and Administration	Wesley Brown, Jr. † Donald R. Brown Bradley N. Lynn Lawrence T. Wren
*Phoenix College	Phoenix 85013	(602) 264-2492 x357	A. A.	Law Enforcement	Wallace Hughling †
*Pima County Junior College	Tucson 85700	(602) 889-3301	A. A.	Law Enforcement Administration	M. A. Leon † Abbe Miller
ARKANSAS	(NO PROGRAMS)				
CALIFORNIA					
*Allan Hancock College	Santa Maria 93454	(803) 922-7711 x282	A. S. A. A.	Law Enforcement	Brian McBride † Daniel Nunez
*American River College	Placerville 95660	(916) 622-7575	A. A.	Police Science	Arthur V. Scott †
*Antelope Valley College	Lancaster 93534	(805) 943-3241	A. A.	Police Science	
*Barstow College	Barstow 92311	(714) 252-2606	A. A.	Law Enforcement	Jack H. Sherman †
*Bakersfield College	Bakersfield 93305	(805) 327-1711	A. A.	Police Science *Corrections*	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*Cabrillo College	Aptos 95003	(408) 475-6000	A. S. A. A.	Law Enforcement and *Corrections*	R. Gene Wright † James Page
*California State College	Long Beach 90801	(213) 433-0951	B. S. M. S.	Criminology	George Felkenes † Harold Becker A. S. Germann John H. Good C. Robert Guthrie Samuel Jameson John P. Kenney Ronald H. Rogers Paul Whisenand
*California State College	Los Angeles 90032	(213) 224-3713	B. S. M. S. M. S.	Police Science Public Service Criminalistics	G. Douglas Gourley †
*California, University of	Berkeley 94720	(415) 642-4421	B. S. B. A. M. S. PhD.	Criminology	Sheldon Messinger † Nathan Adler Menachem Anir Bernard Diamond Robert Fisher Vonnie Gurgin Edwin O'Neil Brian Parker Anthony M. Platt H. Schwendinger Arthur H. Sherry Jerome Skolnick Paul Takagi
*Canada College	Redwood City 94061	(415) 369-3331	A. A.	Police Science	Robert R. La Berge †
*Canyons, College of the	Newhall 91321	(805) 259-7800	A. A.	Police Science	
*Cerritos College	Norwalk 90651	(213) 860-2451	A. A.	Police Science	
*Chabot College	Hayward 94545	(415) 782-3000	A. A.	Police Science	William H. Hopper † Robert G. Barthol
*Chaffey College	Alta Loma 91701	(714) 987-1737	A. S.	Police Science *Correctional Science*	Robert W. Reed †
*Citrus College	Azusa 91702	(213) 335-0521	A. A.	Police Science	
*Columbia Junior College	Columbia 95310	(209) 532-3141	A. A.	Crime Prevention	Robert Davidson † Ross Carkut Jack L. Baugh James Kane
*Compton College	Compton 90221	(213) 635-8081	A. S.	Police Science	Howard Edwards †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*Contra Costa College	San Pablo 94806	(415) 235-7800	A. S. A. A.	Police Science *Corrections*	
*Cuesta College	San Luis Obispo 93401	(705) 544-2943	A. A.	Police Science	
*De Anza College	Cupertino 95014	(408) 257-5550	A. A.	Law Enforcement	
*Desert, College of the	Palm Desert 92260	(714) 346-8041	A. A.	Law Enforcement and Police Sicence	
*Diablo Valley College	Pleasant Hill 94523	(415) 685-1230	A. A.	Police Science	Robert Holmoe † Earl Rueter Steve Rossi
*East Los Angeles College	Los Angeles 90022	(213) 762-3407	A. A.	Police Science	
*El Camino College	El Camino 90506	(213) 324-6631 x225	A. A.	Police Science	John Hampton † Frank Wissmann
*Fresno City College	Fresno 93704	(209) 264-4721	A. S. A. A.	Police Science	Richard Handley † David Klotz Earl Pugsley, Jr. Charles Whitt
*Fresno State College	Fresno 93710	(209) 487-2306	B. S. M. S.	Criminology Law Enforcement or *Correction* option	Frank Boolsen † Edward Fitzgerald John Kallam Dean Ray Max Futrell Octavio Tocchio
*Fullerton Junior College	Fullerton 92634	(714) 871-8000	A. A.	Police Science	
*Gavilan College	Gilroy 95020	(408) 842-2221 x57	A. A.	Police Science	Gerald Moore †
*Glendale College	Glendale 91208	(213) 240-1000 x261	A. A.	Police Science	
*Golden West College	Huntington Beach 92647	(714) 892-7711	A. A.	Law Enforcement	Derald Hunt † Bruce Hand
*Grossmont College	El Cajon 92020	(714) 465-1700	A. S. A. A.	Criminology options: Law Enforcement, *Corrections*	George Hernandez † William Merritt Robert Harvey Norman Gray
*Hartnell College	Salinas 93901	(408) 422-9606	A. A.	Police Science	Cameron Ervin †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*Imperial Valley College	Imperial 92251	(714) 355-1193	A. A.	Law Enforcement	Leslie Anderson † Howard White
*John F. Kennedy College	Martinez 94553	(415) 228-6770	B. S.	Police Science	Duayne Dillon †
*Lassen College	Susanville 96130	(916) 257-4101	A. A.	*Corrections*	
*La Verne College	La Verne 91750	(714) 593-3511	A. B.	Criminal Justice *Corrections*	Glen Crago †
*Long Beach City College	Long Beach 90808	(213) 425-1221	A. A.	Police Science	
*Los Angeles City College	Los Angeles 90029	(213) 663-9141	A. A.	Police Science Administration	Samuel Posner †
*Los Angeles Harbor College	Wilmington 90744	(213) 835-0161	A. A.	Police Science	
*Los Angeles Valley College	Van Nuys 91401	(213) 781-1200	A. A.	Police Science	Theodore Gerber †
*Marin, College of	Kentfield 94904	(415) 454-3962	A. S. A. A.	Police Science	Albert Clark †
*Merced College	Merced 95340	(209) 723-6508	A. A.	Law Enforcement	J. R. Camarillo †
*Merritt College	Oakland 94610	(415) 655-6110	A. A.	Police Science	T. W. Cochee † James Leavitt
*Mira Costa College	Oceanside 92054	(714) 757-2121	A. S. A. A.	Police Science	Millard Lachman †
*Modesto Junior College	Modesto 95350	(209) 524-1451	A. A.	Police Science	
*Monterey Peninsula College	Monterey 93940	(408) 375-9821	A. S.	Administration of Justice	
*Moorpark College	Moorpark 93021	(805) 529-2321	A. A.	Law Enforcement and *Corrections*	Jack Fleming †
*Mt. San Antonio College	Walnut 91789	(213) 339-7331	A. S.	Public Safety and Service	Gilbert Stuckey † John O'Sullivan William Wheelwright
*Mt. San Jacinto College	Gilman Hot Springs 92340	(713) 654-7321	A. S.	Police Science	
*Napa Junior College	Napa 94558	(707) 253-2100	A. S. A. A.	Criminal Justice	Ronald Havner † Richard Nichols

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*Ohlone College	Fremont 94537	(415) 657-2100	A. A.	Law Enforcement	
*Pacific Union College	Angwin 94508	(70[illegible] 965-6537	B. S.	Social Welfare *Corrections*	Donald Warren † George Belleau Larry Williams
*Palomar Community College	San Marcos 92069	(714) 744-1150	A. A.	Police Science	Walter Brown †
*Palo Verde College	Blythe 92225	(714) 922-6168	A. A.	Police Science	
*Pasadena City College	Pasadena 91106	(213) 799-7408	A. A.	Police Science	John Sullivan † Vincent Hughes
*Pepperdine College	Los Angeles 90044	(213) 752-4022	A. A. B. S.	Police Management *Corrections*	
*Redwoods, College of the	Eureka 95501	(707) 443-8411 x238	A. A.	Police Science	Van Tanner † Cliff Williams Dale Mc Coy
*Rio Hondo Junior College	Whittier 90601	(213) 692-0921	A. A.	Police Science	
*Riverside City College	Riverside 92506	(714) 684-3240	A. A.	Police Science	
*Sacramento City College	Sacramento 95822	(916) 449-7234	A. S. A. A.	Police Science	Neal Tennison † Joel Greenfield Raymond Hayes Duane Wilson
*Sacramento State College	Sacramento 95819	(916) 434-6487	B. S. M. S.	Police Science	Paul Weston † Allen Gammage Harry Gustafson Leo Hertoghe William Melnicoe Thomas Phelps Frank Prassel George Roche Robert Ryan Gerald Wolcott
*Saddleback College	Mission Viejo 92675	(714) 837-9700	A. A.	Police Science	W. M. Williams † Robert Ferguson
*San Bernardino Valley College	San Bernardino 92403	(714) 885-0231	A. A.	Police Science *Corrections*	John Horgan † Samuel Mc Eldowney Robert Sluder
*San Diego Junior College (Miramar Campus)	San Diego 92128	(714) 279-7210	A. S.	Criminal Justice and *Corrections*	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*San Diego State College	San Diego 92115	(714) 286-6224	B. S. M. S.	Criminal Justice Administration	G. T. Gitchoff † F. I. Closson
*San Francisco, City College of	San Francisco 94112	(415) 587-7272	A. A.	Criminology	Timothy Foley † Peter Gardner Lawrence Lawson
*San Joaquin Delta College	Stockton 95204	(209) 466-2631	A. A.	Police Science	Joseph Daly † Kenneth Anenson Vernon Marconi Ronald Petitt
*San Jose City College	San Jose 95114	(408) 298-2181 x261	A. A.	Law Enforcement	
*San Jose State College	San Jose 95114	(408) 294-6414	B. A. M. S.	Administration of Justice Law Enforcement and Penology	Harry More † Armand Hernandez Jack Kuykendall Gary Miller Melvin Miller
*San Mateo, College of	San Mateo 94402	(415) 341-6161	A. A.	Police Science	O. Saltenberger † W. Schumacher
*Santa Ana College	Santa Ana 92701	(714) 547-9561	A. A.	Police Science	Thomas Adams †
*Santa Barbara City College	Santa Barbara 93105	(805) 965-0581	A. S.	Police Science	James Foxx † James Norton
*Santa Monica City College	Santa Monica 90406	(213) 392-4911 x224	A. A.	Police Science	
*Santa Rosa Junior College	Santa Rosa 95401	(707) 542-0315	A. A.	Police Science	
*Sequoias, College of the	Visalia 93277	(209) 732-4711	A. A.	Police Science	
*Shasta College	Redding 96001	(916) 241-3523	A. A.	Police Science	George Ross † Garrith Perrine
*Sierra College	Rocklin 95677	(916) 624-3333	A. A.	Law Enforcement	Ernest Driscoll †
*Siskiyous, College of the	Weed 96094	(916) 938-4463	A. A.	Law Enforcement	Thorne Cummings †
*Solano College	Vallejo 94533	(707) 643-2761	A. A.	Police Science	M. N. Hendrickson † Howard Hooper
*Southern California, University of	University Park Los Angeles 90024	(213) 746-2311	B. S. M. P. A.	Public Administration Police and *Correctional* Administration	John Gerletti †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CALIFORNIA	(continued)				
*Southwestern College	Chula Vista 92010	(714) 420-1080	A. S.	Police Science Administration	
*Ventura College	Ventura 93003	(405) 642-3211	A. A.	Police Science	Griffin McKay † Maurice Thomas Raymond Darden
*Victor Valley College	Victorville 92393	(714) 245-8638	A. A.	Police Science	
*West Valley College	Campbell 95008	(408) 379-1733	A. A.	Law Enforcement	Harold Welborn †
*Yuba College	Marysville 95901	(916) 742-7351	A. S. A. A.	Police Science	Ronald Trethric †
COLORADO					
*Aims College	Greeley 80631	(303) 353-8008	A. A. S.	Police Science	
*Arapahoe Junior College	Littleton 80120	(303) 798-8331	A. A. S.	Police Science	Robert Zipay † A. L. Miller
*El Paso Community College	Colorado Springs 80903	(303) 471-7546 x283	A. S.	Police Science	Albert Grazioli †
*Mesa College	Grand Junction 81501	(303) 248-1514	A. A. S.	Police and Fire Science	
*Metropolitan State College	Denver 80204	(303) 292-5190	A. S. B. S.	Law Enforcement	Carleton Reed †
*Southern Colorado State College	Pueblo 81005	(303) 545-4220	A. A. A. B.	Behavioral Sciences with professional sequence in Police Science	
*Trinidad State Junior College	Trinidad 81092	(303) 846-5577	A. A. S.	Law Enforcement	Robert Keller † Bert Gelmini Ron Murphy
CONNECTICUT					
*Eastern Connecticut State College	Willimantic 06226	(203) 423-4581	A. S.	Law Enforcement	Bruce Bradford †
*Hartford, University of	West Hartford 06117	(203) 523-4811	B. S.	Public Administration with major in Police Administration	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
CONNECTICUT	(continued)				
*Manchester Community College	Manchester 06040	(203) 647-9951	A. S.	Police Science	Howard Bergman † Thomas P. Connors Donald Garvey Frank Zullo
*Mattatuck Community College	Waterbury 06702	(203) 797-9661	A. S.	Police Science and Administration	John Doyle †
*New Haven College	West Haven 06516	(203) 934-6321	A. S. B. S.	Business major in Law Enforcement	John R. Conway † Charles Maillard Raymond Mosko Ahmed Sherif
*Northwestern Connecticut Community College	Winsted 06098	(203) 379-8543	A. S.	Law Enforcement	John A. McAllister † Solomon Gross
*Norwalk Community College	Norwalk 06850	(203) 853-2040	A. S.	Law Enforcement	
DELAWARE					
*Brandywine College	Wilmington 19803	(302) 478-3000	A. S.	Police Science and Administration	Leonard Kittner †
*Delaware Technical and Community College (Wilmington Campus)	Dover 19901	(302) 762-3232	A. A. S.	Police Technology	Martin Krasnick † Walter Wassmer
DISTRICT OF COLUMBIA					
*American University	Washington 20016	(202) 686-2532	Associate B. S. M. S.	Administration of Justice *Correctional Administration*	Henry Nugent † Alvin Cohn Harold Kaufman William Oman Jeffrey Reiman Emilio Viano
*Washington Technical Institute	Washington 20008	(202) 966-0160	A. S.	Police Science *Correctional Administration*	Thomas A. Fleck †
FLORIDA					
*Brevard Junior College	Cocoa 32922	(305) 632-1111 x372	A. S.	Police Administration	Mark L. McDermott † R. Herbert Bales
*Broward Junior College	Fort Lauderdale 33314	(305) 581-8700	A. S.	Police Science	James F. McGowan † William P. McCarthy John J. King Donald O. Schultz

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
FLORIDA	(continued)				
*Central Florida Junior College	Ocala 32670	(904) 237-2111	A. S.	Law Enforcement and *Corrections*	Aarre A. Maenpaa † LeRoy Strawder
*Chipola Junior College	Marianna 32446	(904) 482-4935	A. A. A. A. S.	Criminology and *Corrections*	
*Daytona Beach Junior College	Daytona Beach 33451	(904) 252-9671	A. S.	Law Enforcement	A. E. Leonard †
*Edison Junior College	Fort Myers 33901	(813) 936-4173	A. A.	Police Science	James D. Carroll †
*Florida Atlantic University	Boca Raton 33432	(305) 395-5100	B. A. A.	Law Enforcement	
*Florida Junior College	Jacksonville 32205	(904) 389-1321	A. S. A. A.	Police Science and Administration	
*Florida Keys Community College	Key West 33040	(305) 296-9081	A. S.	Police Administration	William S. Brisbane †
*Florida Memorial College	Miami 33054	(305) 625-4141 x79	B. S.	Administration of Criminal Justice	George Newland †
*Florida State University	Tallahassee 32306	(904) 599-4136	A. B. B. S. M. A. M. S. Ph.D.	Criminology	Vernon Fox † Harry Allen Alexander Bassin Diane Bernard Theodore Chiricos Eugene H. Czajkoski Leonard Hippchen C. Ray Jeffery Richard F. Marsh Walter C. Reckless Vernon Rich Truett Ricks Harold Vetter Gordon Waldo Gerald Wittman
*Florida Technical University	Orlando 32816	(305) 275-2227	B. A.	Law Enforcement	William J. Bopp †
*Gulf Coast Community College	Panama City 32401	(904) 763-5441	A. A. S.	Law Enforcement Science	Lester Morley † Tullis Easterling
*Hillsborough Junior College	Tampa 33699	(813) 872-5533	A. S. A. A.	*Corrections* Police Science and Administration	Philip A. Byman †
*Lake City Junior College	Lake City 32055	(904) 752-4476	A. A.	Pre Police Science Pre *Corrections*	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
FLORIDA	(continued)				
*Lake-Sumter Junior College	Leesburg 32748	(904) 787-3747	A. A.	*Corrections*	
*Miami-Dade Junior College	Miami 33167	(305) 685-4471	A. S. A. A.	Police Science and Criminology	Charles B. Schildecker † Frank L. Augustine Stephen Collins Samuel G. Harris Hugh A. Page Ralph A. Ratner Gay R. Shahan L. Jack Williams
*Manatee Junior College	Bradenton 33505	(813) 755-1511	A. S.	Law Enforcement	Kermit K. Johnson †
*Okaloosa Walton Junior College	Niceville 32578	(904) 678-5111	A. S. A. A.	Police Science Law Enforcement	George W. Muhlbach †
*Palm Beach Junior College	Lake Worth 33460	(305) 965-8000	A. S. A. A.	Law Enforcement	Lawrence D. Tuttle † Joseph Macy
*Pensacola Junior College	Pensacola 32504	(904) 476-5410	A. S.	Law Enforcement	Charles P. Monroe † Daniel A. Lawrence
*Polk Junior College	Winter Haven 33880	(813) 293-2101	A. S.	Police Science Technology	Frank J. Stephenson †
*St. Johns River Junior College	Palatka 32077	(904) 328-1571	A. S. A. A.	Law Enforcement	George W. Higgins, Jr. †
*St. Petersburg Junior College	St. Petersburg 33710	(813) 544-2551	A. A.	Police Administration	Neil Chamelon † Lee O. Henley Leonard Territo
*Santa Fe Junior College	Gainesville 32601	(904) 372-9501	A. A.	Law Enforcement	J. Pope Cheney †
*Seminole Junior College	Sanford 32771	(305) 323-1450	A. S. A. A.	Police Science Technology	John P. Lineham †
*South Florida Junior College	Avon Park 33825	(813) 453-6661	A. S.	Criminal Justice *Correctional* emphasis	
*Tallahassee Junior College	Tallahassee 32303	(904) 576-5181	A. A. S. A. A.	Law Enforcement	W. Ken Katsaris † Laurence Amuso
*Tampa, University of	Tampa 36606	(813) 253-8861	B. S. S. B. A.	Law Enforcement Education Criminology	James E. Cook † William J. Dunn Kenneth W. Haney Fred Fisher
*West Florida, University of	Pensacola 32504	(904) 476-9500 x445	B. A.	Public Safety and Contemporary Society	Ralph Chandler †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
FLORIDA	(continued)				
*Valencia Junior College	Orlando 32800	(305) 851-1780	A. S. A. A.	Law Enforcement	Robert L. Milke † Ralph Decker
GEORGIA					
*Abraham Baldwin College	Tifton 31794	(912) 382-0835	Associate	Law Enforcement	Ray M. Rice †
*Albany Junior College	Albany 31705	(912) 435-2011	A. A.	Law Enforcement	Norris S. Wynne †
*Andrew College	Cuthbert 31740	(912) 732-2171	A. S.	Law Enforcement	
*Armstrong State College	Savannah 31406	(912) 354-9715	A. S. B. S.	Criminal Justice	James Witt †
*Augusta College	Augusta 30904	(404) 733-2235	Associate	Criminal Justice	
*Columbus College	Columbus 31907	(404) 561-5134	A. S.	Police Science	Joe S. Webb † Charles B. Moorman
*DeKalb College	Clarkston 30021	(404) 443-2361	A. S. A. A.	Police Science	P. Kreutzer Garman †
*Georgia Southern College	Statesboro 30458	(912) 764-6611	B. S.	Criminal Justice	
*Georgia State College	Atlanta 30303	(404) 577-2400	A. A. B. S. M. S.	Police Administration Urban Life/ Criminal Justice	William J. Mathias † Paul J. Eubanks George L. Howard Walter R. Koenig James L. Maddox, Jr. Marvin Marcus
*Georgia, University of	Athens 30601	(404) 542-2887	M. P. A. D. P. A.	Public Administration concentration in Law Enforcement	Donald O. Brewer † Charles J. Eckenrode A. Lee McGehee Thomas M. Parham, Jr.
*Gordon Military College	Barnesville 30204	(404) 358-1700	A. A.	Criminal Justice	Joseph P. Bray †
*Kennesaw Junior College	Marietta 30060	(404) 422-8770	A. A.	Police Administration	
*Macon Junior College	Macon 31201	(912) 745-8551	A. S.	Criminal Justice	Payton E. Ward, Jr. †
*Savannah State College	Savannah 31404	(912) 354-5717	B. S.	Social Sciences Law Enforcement Education	Elmer J. Dean †
*South Georgia College	Douglas 31533	(912) 384-1100	Associate	Criminal Justice	Marvin Pash †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
HAWAII					
*Chaminade College of Honolulu	Hawaii 96816	(808) 732-1471 x155	B. G. S.	General Studies Law Enforcement Sequence	Charles R. Borns †
*Hawaii Community College	Hilo 96720	(808) 847-2161	A. S.	Police Science	Robert E. Lansing †
*Honolulu Community College	Honolulu 96817	(808) 897-2161	A. S.	Police Science	Robert E. Lansing †
*Kauai Community College	Lihue 96766	(808) 944-8313	A. S.	Police Science	
*Maui Community College	Kahului 96732	(808) 941-0966	A. S.	Police Science	
IDAHO					
*Boise State College	Boise 83701	(208) 385-3352	A. S. B. S. B. A.	Criminal Justice	Ted Hopfenbeck † Robert Taylor
*Lewis-Clark Normal School	Lewiston 83501	(208) 746-2341	A. A. S.	Peace Officer Training	Herbert H. Allen †
*North Idaho Junior College	Coeur D'Alene 83814	(208) 667-7422 x233	A. A.	Law Enforcement	Edwin Z. Stuart †
*Southern Idaho, College of	Twin Falls 83301	(208) 733-9554	A. A. S.	Law Enforcement Training	Wesley H. Dobbs †
ILLINOIS					
*Aurora College	Aurora 60507	(312) 892-6431	B. A.	*Corrections*	
*Belleville Junior College	Belleville 62221	(618) 235-5113	A. A. S.	Law Enforcement	Ken Venters †
*Black Hawk College	Moline 61265	(309) 755-1311	A. A.	Law Enforcement	Harold L. Little † Robert Johnson
*Carl Sandburg College	Galesburg 61401	(309) 343-4101	A. A.	Law Enforcement	William D. Masters †
*Chicago City College (Bogan Campus)	Chicago 60652	(312) 735-3000	A. A.	Law Enforcement	
*Chicago City College (Loop Campus)	Chicago 60601	(312) 269-8084	A. A.	Law Enforcement	James E. Wood † John Ascher Elbert Giddens J. R. Lusk Edward V. Mulcrone

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
ILLINOIS	(continued)				
*Danville Junior College	Danville 61832	(217) 443-1881	A. A. S. A. A.	Police Science	John E. Girton †
*DuPage, College of	Glen Ellyn 60137	(312) 858-2800	A. A. S.	Police Science	
*Elmhurst College	Elmhurst 60126	(312) 279-4100	B. A.	Police Science	
*Illinois Central College	East Peoria 61611	(309) 694-1421	A. A. S.	Police Science	Roy J. Wright †
*Illinois State University	Normal 61761	(309) 438-2634	B. S. B. A. M. A.	Social Justice *Corrections*	Irving Jacks †
*Illinois, University of (Chicago Circle)	Chicago 60680	(312) 663-5290	B. A.	Administration of Criminal Justice	Stephen A. Schiller † Dragomir Dayidoyic Joseph D. Nichol James W. Osterburg John A. Webster
*Illinois Valley Community College	Oglesby 61348	(815) 223-7710	A. A.	Law Enforcement	John E. Hawse †
*Joliet Junior College	Joliet 60432	(815) 727-4681	A. S.	Law Enforcement	Frank P. Alberico †
*Kankakee Community College	Kankakee 60901	(815) 933-9311 x78	A. A. S.	Law Enforcement	R. C. Kruppa †
*Lake County, College of	Grayslake 60030	(312) 223-8193	A. A. S. A. S.	Law Enforcement	Richard A. Wild †
*Lincoln Land Community College	Springfield 62703	(217) 529-2154	A. A. S.	Law Enforcement Administration	
*McHenry County College	Crystal Lake 60014	(815) 459-6800	A. A. S.	Police Science	
*Moraine Valley Community College	Palos Hills 60465	(312) 974-4300	A. A.	Law Enforcement	Nelson W. Diebel †
*Morton College	Cicero 60650	(312) 652-1100	Associate	Law Enforcement	
*Prairie State College	Chicago Heights 60411	(312) 756-3110	A. A. S.	Law Enforcement	
*Rock Valley College	Rockford 61111	(815) 226-2655	A. A. S.	Police Science	N. A. Petersanti †
*Sauk Valley College	Dixon 61021	(815) 288-5511	A. A. S.	Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
ILLINOIS	(continued)				
*Southern Illinois University	Carbondale 62901	(618) 453-5701	A. A.	Law Enforcement *Corrections*	Melvin Wallace † Charles Matthews †
			B. S. M. S.	Criminal Justice	
*Thorton Junior College	Harvey 60426	(312) 313-8820 x73	Associate	Law Enforcement	C. Satterthwaite †
*Triton College	River Grove 60171	(312) 456-0300 x287	A. S.	Police Science Administration	Harry Behrmann †
*Waubonsee Community College	Sugar Grove 60554	(312) 466-4811	A. A. S.	Professional Law Enforcement	Robert White † Wayne Heikkila
*Western Illinois University	Macomb 61455	(309) 899-7606	B. S.	Law Enforcement Administration	Clifford W. Van Meter † Maurice Porter
*William Rainey Harper College	Palatine 60067	(312) 359-4200 x231	A. A. S.	Law Enforcement	Paul H. Moore †
INDIANA					
*Anderson College	Anderson 46011	(317) 644-0951	B. A.	*Corrections*	Val Clear † Arnold A. Coody Joe Womack
*Evansville, University of	Evansville 47704	(812) 479-2472	Associate B. S.	Law Enforcement	Deryl Blackburn † Birk Harl
*Indiana State University	Terre Haute 47809	(812) 232-6311	B. S. M. S.	Criminology	William Nardini † Albert Bhak John W. Buck Robert Culbertson
*Indiana University	Bloomington 47401	(812) 337-7451	A. B. M. A.	Forensic Science	Robert F. Borkenstein † James E. Miller James W. Osterburg Hillard J. Trubitt
*Indiana University	South Bend 46615	(219) 282-2341	A. S.	Police Technology	Walt P. Risler †
*St. Joseph's College (Calumet Campus)	East Chicago 46312	(219) 397-9197	A. A.	Law Enforcement	
IOWA					
*Clinton Community College (Eastern Iowa Area)	Clinton 52732	(319) 242-6841	A. A.	Law Enforcement	William A. Roberts † Byron J. Wilson

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
IOWA					
*Des Moines Area Community College	Ankeny 50021	(515) 964-0651	A. A.	Law Enforcement	John S. Megerson † Lawrence E. Snyder
*Iowa Central Community College	Eagle Grove 50533	(515) 448-4723	A. A.	Law Enforcement	Louis R. Newsham †
*Iowa Central Community College	Fort Dodge 50501	(515) 576-7201	A. A.	Law Enforcement	
*Iowa Lakes Community College (Area 3)	Estherville 51223	(712) 362-2605	A. A. S.	Law Enforcement	
*Iowa, University of	Iowa City 52240	(319) 353-5594	B. A. M. A. Ph.D.	Criminology majors in Law Enforcement, *Corrections*	Robert Caldwell † John Straton Robert Terry
*Iowa Western Community College	Council Bluffs 51501	(712) 328-3831	A. A.	Law Enforcement	Wayne Rudolph †
*Kirkwood Community College (Area 10)	Cedar Rapids 52400	(319) 398-5411	A. A.	Law Enforcement	James Steinbeck † William Martin
*Muscatine Junior College	Muscatine 52761	(319) 263-8250	A. A. S. A. A.	Law Enforcement	
*North Iowa Area Community College	Mason City 50401	(515) 423-1264 x211	Associate	Law Enforcement	D. A. Ryerkerk †
*Simpson College	Indianaola 50125	(515) 961-2835	B. A.	Criminology Law Enforcement Education	
*Southeastern Iowa Area Community College	Burlington 52601	(319) 752-5481	A. A.	Law Enforcement *Corrections*	Russell Moore †
KANSAS					
*Allen County Community College	Iola 66749	(316) 365-5116	A. A. S.	Police Science	T. Clarence Brown † Jim Immel Ira Norton
*Barton County Community College	Great Bend 67530	(316) 792-2701 x63	A. A.	Criminal Justice	Dennis C. Elam †
*Cowley County Community College	Arkansas City 67005	(316) 442-3344	A. A. S.	Police Science	Frank M. Robertson, III †
*Garden City Community College	Garden City 67846	(316) 276-7611	A. S.	Police Science	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
KANSAS	(continued)				
*Hutchinson Community Junior College	Hutchinson 64111	(316) 663-2156	A. A.	Police Science	
*Kansas City Community Junior College	Kansas City 66101	(913) 371-4460	A. A.	Law Enforcement	
*Kansas State University	Manhattan 66502	(913) 532-6011	B. A.	*Corrections*	
*Neosho County Community Junior College	Chanute 66720	(316) 431-1700	A. A.	Police Science	
*Wichita State University	Wichita 67208	(316) 685-9161	A. A. S.	Police Science	Lyle D. Newton † C. Alex Pantaleoni †
KENTUCKY					
*Eastern Kentucky University	Richmond 40475	(606) 622-3565	A. A. B. S. M. S.	Law Enforcement	Robert W. Posey † Giles Black Hugh Byrd James Deese Milton McAngus Robert Moody Brett Scott Richard Snarr
*Lexington Technical Institute (Univ. of Kentucky)	Lexington 40500	(606) 257-1607	A. A. S.	Social Work Technology Law Enforcement option	
*Louisville, University of (Belknap Campus)	Louisville 40208	(502) 636-4534	B. S.	Police Administration	
*Paducah Community College (cooperating with Eastern Kentucky University)	Paducah 42001	(502) 442-6131	Associate	Law Enforcement	John C. Cromwell † James Dees (EKU) Giles Black (EKU)
*Thomas Moore College	Covington 41017	(606) 341-5800 x55	B. A.	Sociology *Corrections*	Michael E. Endres † Robert Berger
*Western Kentucky University	Bowling Green 42101	(502) 745-2291	B. A. M. A.	Sociology *Corrections*	Louis Beck † John Reed
LOUISIANA					
*Delgado College	New Orleans 70119	(504) 486-5403 x244	Associate	Law Enforcement Technology	Frank T. Carroll, Jr. Alfred P. Giarruso †
*Louisiana State University	Baton Rouge 70803	(504) 388-5115	B. S.	Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
LOUISIANA	(continued)				
*Loyola University (City College)	New Orleans 70118	(504) 866-5471	B. S. B. A.	Police Science Criminology	Fred DeFrancesh Paul J. Renaud †
*Southeastern Louisiana University	Hammond 70401	(504) 345-1400 x335	A. A.	Law Enforcement	
MAINE					
*Penobscot Valley Community College (Univ. of Maine)	Bangor 04401	(207) 945-6391	A. S.	Law Enforcement	Howard M. Foley †
*Maine, University of	Augusta 04330	(207) 622-7131	A. S.	Law Enforcement	Albert T. Quick † John Nickerson
*Southern Maine Vocational-Technical Institute	South Portland 04106	(207) 799-7303	A. A. S.	Law Enforcement Technology	Wolcott S. Gaines †
MARYLAND					
*Anne Arundel Community College	Arnold 21012	(301) 647-7100	A. A.	Law Enforcement	Thomas S. Kubala †
*Baltimore Community College	Baltimore 21215	(301) 523-2151 x268	A. A.	Law Enforcement	Hayes C. Larkins † William A. Frees
*Baltimore, University of	Baltimore 21201	(301) 727-6350	B. S.	Law Enforcement	Harry W. Amtower † David H. Smith
*Catonsville Community College	Catonsville 21228	(301) 747-3220 x251	A. A.	Police Administration *Correctional Services*	Alvin J. T. Zumbrum † Hayes Hatcher Alberta Thomas Richard S. Zahn Edward Zamarin
*Cecil Community College	North East 21901	(301) 323-3782	A. A.	Law Enforcement	Hayes C. Larkins †
*Charles County Community College	La Plata 20646	(301) 934-2251	A. A.	Law Enforcement	Trevor D. Carpenter † Robert Burkart William Jahn Curtis Thompson
*Coppin State College	Baltimore 21210	(301) 523-1111	B. A. M.Ed.	*Correctional Education*	Gary O. Gray †
*Essex Community College	Baltimore County 21237	(301) 682-6000	A. A.	Law Enforcement	O. B. Zimmer † Roger Copinger
*Hagerstown Junior College	Hagerstown 21740	(301) 731-2800	A. A.	Law Enforcement	John M. Osborn †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MARYLAND	(continued)				
*Harford Junior College	Bel Air 21014	(301) 323-3782	A. A.	General Studies Law Enforcement emphasis	Hayes C. Larkins †
*Maryland, University of	College Park 20740	(301) 454-2327	A. A. B. A.	Law Enforcement	Peter P. Lejins † John Verchot
*Montgomery College	Rockville 20850	(301) 762-7400	A. A.	Police Science	Norton R. Schonfeld †
*Prince Georges Community College	Largo 20870	(301) 336-6000 x388	A. A.	Law Enforcement Technology	Daniel C. Wise † Gerald Warren
MASSACHUSETTS					
*Berkshire Community College	Pittsfield 01201	(413) 443-4445	A. S.	Law Enforcement	Arthur Phinney †
*Boston State College	Boston 02115	(617) 731-3300 x284	B. S. B. A.	Law Enforcement	James B. Jones † Arthur C. Cadegan
*Bristol Community College	Fall River 02720	(617) 678-2811 x46	A. S.	Law Enforcement	James W. Pelletier †
*Cape Cod Community College	Hyannis 02601	(617) 362-2131	A. A.	Law Enforcement	William B. Smith †
*Clark University	Worcester 01610	(617) 793-7711	B. S.	General Studies major in Law Enforcement	Thomas J. Dolphin †
*Dean Junior College	Franklin 02038	(617) 528-9100 x351	Associate	Police Science	Albert L. Zander † Robert B. Russell † Aaron K. Bikofsky David L. Brody Carmen S. Pizzuto Paul A. Schwalbe
*Greenfield Community College	Greenfield 01301	(413) 774-4378	A. S.	Law Enforcement	Ethel M. Case †
*Holyoke Community College	Holyoke 01040	(413) 536-1624	A. S.	Law Enforcement	George R. Gaudette † Carl Satterfield
*Lowell Technological Institute	Lowell 01854	(617) 454-7811	A. S.	Police Science *Corrections*	Stanley J. Chase † John Donohue X. Michapolous Richard Nice John Tobis
*Massachusetts Bay Community College	Watertown 02172	(617) 926-2600	A. S. A. A.	Law Enforcement	F. Nasson †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MASSACHUSETTS		(continued)			
*Massachusetts State College	Westfield 01085	(413) 568-3311 x80	B. S.	Law Enforcement	Kenneth W. Bowser †
*Massasoit Community College	North Abington 02351	(617) 878-7220	Associate	Law Enforcement Technology	
*Mount Wachusett Community College	Gardner 01440	(617) 632-1280	A. S.	Law Enforcement	Richard H. Truxton †
*Northeastern University	Boston 02115	(617) 437-3324	A. S. B. S.	Law Enforcement *Corrections* Security	Timothy F. Moran †
*North Shore Community College	Beverly 01915	(617) 927-4850	A. S.	Law Enforcement	Frederic Barry † Paul Bates
*Quinsigamond Community College	Worcester 01605	(617) 853-1868	A. S.	Police Science	Paul L. Ryan † Joseph Driscoll Stanley Jablonsky Dermot Measher D. Reagan Richard Welch
*Springfield Technical Community College	Springfield 01105	(413) 781-6470	Associate	Law Enforcement	Alfred St. Onge † Raymond Hill
*Suffolk University	Boston 02114	(617) 227-1040	A. A. B. A.	*Crime and Delinquency Studies*	D. Donald Fiorillo †
MICHIGAN					
*Alpena Community College	Alpena 49707	(517) 356-2287	A. A. S.	Law Enforcement	Herman Bordewyk †
*Delta College	University Center 48710	(517) 686-0400 x338	A. A.	Law Enforcement	E. Paul Leek † Don Dombrowski William Yankee
*Genesee County Community College	Flint 48503	(313) 238-1631 x535	A. A.	Police Administration	Paul Carlsen † Charles Roche
*Eastern Michigan University	Ypsilanti 48197	(313) 487-0012	M. A.	Criminology	
*Glen Oaks Community College	Centreville 49032	(616) 467-9945	A. A.	Law Enforcement	
*Grand Rapids Junior College	Grand Rapids 49502	(616) 456-4899	A. A. A.	Public Safety	
*Jackson Community College	Jackson 49201	(517) 787-1221	Associate	Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MICHIGAN	(continued)				
*Kalamazoo Valley Community College	Kalamazoo 49001	(616) 381-3211	Associate	Law Enforcement Technology	
*Kellogg Community College	Battle Creek 49016	(616) 965-3931	A. A.	Law Enforcement	Raymond Byrd †
*Kirtland Community College	Roscommon 48653	(517) 275-5121	Associate	Police Administration	William W. Denean † Francis Walsh
*Lake Michigan College	Benton Harbor 49022	(616) 927-3571	A. A. S.	Law Enforcement	Ben Standen †
*Lansing Community College	Lansing 48914	(517) 489-3751	A. A.	Law Enforcement	
*Macomb County Community College	Mt. Clemens 48043	(313) 465-2121	A. A. S.	Law Enforcement	Arthur Kingsbury † Jon Howington Erick Beckman
*Michigan State University	East Lansing 48823	(517) 355-2192	B. S. M. S. Ph.D.	Criminal Justice	A. F. Brandstatter † Larry Baril Winston Gibson W. A. Goldberg Robert E. Gustafson William Hegarty James L. Le Grande John H. McNamara Louis A. Radelet Clarence Romig Victor Strecher R. Trojanowicz Ralph Turner
*Monroe County Community College	Monroe 48161	(313) 242-7300	A. S.	Police Administration	Gerald Weleb †
*Muskegon Community College	Muskegon 49443	(616) 773-9131	A. T.	Police Science Technology	John O. Westerholt † Roy L. Shields, Jr.
*Northwestern Michigan College	Traverse City 49684	(616) 946-5650	A. S.	Law Enforcement	Austin Van Stratt †
*Oakland Community College	Auburn Heights 48057	(313) 852-1000 x303	A. A. S.	Law Enforcement	Eugene M. Freeman †
*St. Clair County Community College	Port Huron 48057	(313) 984-3881	Associate	Law Enforcement Education	Clarence F. Knight †
*Schoolcraft College	Livonia 48151	(313) 591-6400	A. T.	Law Enforcement	Fred Stefanski †
*Washtenaw Community College	Ann Arbor 48107	(313) 971-6300 x7	Associate	Law Enforcement Technology	Paul W. Davis †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MICHIGAN	(continued)				
*Wayne State University	Detroit 48202	(313) 577-2705	B. S.	Police Administration	Robert A. Lothian † Donald A. Calkins
*West Shore Community College	Scottville 49454	(616) 845-6211	A. A.	Law Enforcement	
MINNESOTA					
*Bemidji State College	Bemidji 56601	(218) 755-2900 x4	A. A. B. S. B. A.	Sociology minor in Law Enforcement and Criminal Justice	Kenneth H. Skogen † Joel Reed Lyle Lauber
*Lakewood State Junior College	White Bear Lake 55110	(612) 429-3351	A. A.	Law Enforcement	Chris Huber † Herb Davis
*Mankato State College	Mankato 56001	(507) 389-1824	A. A.	Law Enforcement	Warren J. Rolek †
*Mesabi State Junior College	Virginia 55792	(218) 741-9200	A. A.	Law Enforcement	
*Minnesota, University of	Duluth 55812	(218) 726-8153	A. A. B. A.	Police Administration Criminology Judicial Administration *Corrections*	Romine R. Deming † Walter Boeumler Von D. Kuldan
*Minnesota, University of	Minneapolis 55455	(612) 373-9921	A. L. A. B. S. B. A.	Criminal Justice Studies Criminology and *Corrections*	
*Normandale State Junior College	Bloomington 55431	(612) 884-5311	A. A.	Law Enforcement	
*North Hennepin State Junior College	Minneapolis 55428	(612) 425-4541	A. A. S.	Law Enforcement Vocational Program	
*Northland State Junior College	Thief River Falls 56701	(218) 681-2181	A. A.	Law Enforcement	John Steidl †
*Willmar State Junior College	Willmar 56201	(612) 235-2131	A. A.	Law Enforcement	Harold G. Conradi † Irving Lifson Dennis Waskul
MISSISSIPPI					
*Hinds Junior College	Raymond 39154	(601) 857-5261 x80	A. A. S.	Police Science	Norval D. Wills †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MISSISSIPPI	(continued)				
*Jones County Junior College	Ellisville 39437	(601) 477-8416	A. A.	Law Enforcement	
*Mississippi Gulf Coast Junior College (Jefferson Davis Campus)	Gulfport 39501	(601) 896-3355	A. S.	Law Enforcement	William M. Brewer †
*Mississippi, University of	University 38677	(601) 232-7401	B. A.	Political Science (major in Law Enforcement)	Donald S. Vaughan † Frances Herb Chester Quarles
*Northeast Mississippi Junior College	Booneville 38829	(601) 728-6208 x33	A. A.	Law Enforcement	James L. Rhodes † Harmon Byrom
*Northwest Mississippi Junior College	Senatobia 38668	(601) 562-8271	A. A.	Law Enforcement	Patrick C. Namowicz †
*Southwest Mississippi Junior College	Summit 39660	(601) 276-2812	A. A.	Law Enforcement Technology	Clyde N. Ginn †
MISSOURI					
*Central Missouri State College	Warrensburg 64093	(816) 747-3215	B.S./A.B. M.S./M.A.	Law Enforcement Education Criminal Justice Administration	G. E. Davila † Robert Jaquith Norman Laughoff Keith Ritchie
*Florissant Valley Community College	St. Louis 63135	(314) 524-2020	A. A. S.	Law Enforcement	Jack J. Fisher †
*Forest Park Community College	St. Louis 63110	(314) 644-3300	A. A. S.	Law Enforcement	William K. Bock † A. G. Gilliland
*Lincoln University	Jefferson City 65101	(314) 636-8121	Associate Bachelor	Law Enforcement and *Corrections*	
*Meramec Community College	Kirkwood 63127	(314) 966-3402	A. A. S.	Law Enforcement	C. Pershing Bell † Norman C. Colter
*Missouri Southern College	Joplin 64801	(417) 624-8100	A. S.	Law Enforcement	Allen L. Lee †
*Missouri, University of	St. Louis 63121	(314) 453-5591	B. S.	Administration of Justice	Gordon E. Misner † Benjamin S. Brashears Joseph N. Criscuola

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
MISSOURI	(continued)				
*Missouri Western College	St. Joseph 64501	(816) 233-7192	A. S.	Law Enforcement	Jimmie R. Nix † Theodore L. Heim
*Northeast Missouri State College	Kirksville 63501	(816) 665-9280	B. S.	Law Enforcement and *Corrections*	Clyde Burch † Robert Perry
*Penn Valley Community College	Kansas City 64111	(816) 753-[illegible]949	A. A. S. A. A.	Police Science	
MONTANA					
*Carroll College	Helena 59601	(406) 442-3450 x272	Associate	Law Enforcement	C. W. Huber †
*Dawson College	Glendive 59330	(406) 365-3396	A. A.	Police Science	Gary L. Olson †
*Montana State University	Bozeman 59715	(406) 587-3121 x521	B. S.	Public Security	Wayne B. Hanewicz †
NEBRASKA					
*Chadron State College	Chadron 69337	(308) 432-5571 x69	B. A.	Police Science	James C. Peterson † Harold Gilbertson Michael Wargo
*Nebraska, University of	Omaha 68101	(402) 553-4700 x613	A. A. B. S.	Law Enforcement and *Corrections*	
*Nebraska Western College	Scottsbluff 69361	(308) 635-3606	A. S. A. A	Law Enforcement	
*Northeastern Nebraska College	Norfolk 68701	(402) 371-2020	A. A. A.	Law Enforcement and *Corrections*	Michael A. Stoley †
*North Platte Junior College	North Platte 69101	(308) 532-6888	A. A.	Police Science	
NEVADA					
*Nevada Technical Institute, University of (Stead Campus)	Reno 89502	(702) 972-0202	A. S. B. S.	Law Enforcement	Kenneth Braunstein †
*Nevada, University of	Las Vegas 89109	(702) 736-6111	A. S. B. A.	Law Enforcement	John A. Horvath †
NEW HAMPSHIRE					
*Rivier College	Nashua 03060	(603) 888-1311 x39	A. S.	Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
NEW HAMPSHIRE		(continued)			
*St. Anselms College	Manchester 03102	(603) 669-1030	A. S.	Law Enforcement	Robert J. Collins †
NEW JERSEY					
*Atlantic Community College	Mays Landing 08330	(609) 625-1111	A. S.	Law Enforcement	
*Bergen Community College	Paramus 07652	(201) 447-1500	A. A. S.	Police Science	George Charen † Thomas Gallahue
*Camden County College	Blackwood 08012	(609) 227-7200 x745	A. A.	Law Enforcement and Administration	Eugene J. Evans, Jr. †
*Cumberland County College	Vineland 08360	(609) 691-8600	Associate	Administration of Justice Law Enforcement, Police Science and *Correctional* Administration	
*Essex County College	Newark 07102	(201) 621-2200	A. A.	Law Enforcement	Raymond Van Pelt † William E. Pusack George Weber
*Gloucester County College	Sewell 08080	(609) 468-5000	A. A. S.	Police Science Technology	Joseph V. Summers † Robert Armstrong Francis Fullerton James Herron William Levine H. Wachstein
*Montclair State College	Upper Montclair 07043	(201) 893-5164	A. B.	Law Enforcement	David N. Alloway †
*Morris, County College of	Dover 07801	(201) 361-5000	A. S.	Law Enforcement	Walter D. Schroeder, II † Thomas O'Rourke Eskil Danielson
*Ocean County College	Toms River 08753	(201) 341-9500	A. A. S.	Law Enforcement	
*Rider College	Trenton 08602	(609) 896-0800	A. A.	Law Enforcement	Donald J. Apai †
*Rutgers, The State University	New Brunswick 08903	(201) 247-1766 x2822	A. S.	Police Science	Jack A. Mark † George Bincarowsky Harold Tytell
*Trenton State College	Trenton 08624	(609) 771-2461	B. S.	Criminal Justice major in Police Science or *Corrections*	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
NEW JERSEY	(continued)				
*Union College	Cranford 07016	(201) 276-2600	A. A.	Law Enforcement	Francis Crosby †
*William Patterson College	Wayne 07470	(201) 278-1700	B. S.	Public Safety Administration	William E. Cusack †
NEW MEXICO					
*Albuquerque, University of	Albuquerque 87105	(505) 842-8500	A. A. B. S.	Law Enforcement Criminology *Corrections*	W. V. Niederberger †
*New Mexico State University	Las Cruces 88001	(505) 646-3316	A. A. B. S.	Police Science	Edward A. Farris † Richard J. Lease
NEW YORK					
*Adirondack Community College	Glens Falls 12801	(518) 793-4491	A. A. S.	*Correctional Administration*	
*Auburn Community College	Auburn 13021	(315) 253-7345	A. A. S.	Police Science and *Correctional Administration*	
*Broome Technical Community College	Binghamton 13901	(607) 772-5012	A. A. S.	Police Science	Carleton S. Everett †
*Dowling College	Oakdale 11769	(516) 589-6100 x234	B. S. B. B. A. B. A.	Public Administration Specialization in Law Enforcement and Criminology	Ashakant Nimbark † John X. McConkey Samuel Person
*Dutchess Community College	Poughkeepsie 12160	(914) 471-4500	A. A. S.	Police Science *Corrections*	Matthew P. Fitzgerald † Jane Ward
*Elmira College	Elmira 14901	(607) 734-8111 x217	A. A. S.	*Corrections* and Police Science	
*Erie Community College	Buffalo 14221	(716) 634-0800	A. A. S.	Police Science	Leo J. Kennedy † Francis D. Conners Wilfred L. Fitts Gordon J. Lacey
*Finger Lakes, Community College of	Canandaigua 14424	(315) 394-3500 x17	Associate	Police Science	Jerome O'Hanlon †
*Genesee Community College	Batavia 14020	(716) 343-0055	A. A. S.	Police Science and *Correctional Administration*	Joseph P. Gallagher † John McCune

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
NEW YORK	(continued)				
*Hudson Valley Community College	Troy 12180	(518) 283-1100	A. A. S.	Police Science	William J. Cade †
*Jamestown Community College	Jamestown 14701	(716) 665-5220 x81	A. A. S.	Criminal Justice	Harold J. Weiss, Jr. †
*John Jay College of Criminal Justice	315 Park Ave. South New York City 10010	(212) 533-7800	A. S. A. A. B. S. B. A. M. A. M. P. A. M. S.	Criminal Justice Forensic Science	Donald H. Riddle † John J. Cronin Joseph Fink Herbert Friese Robert Hair Irving J. Klein Frank R. Land Edgar S. Lavoie Naomi Levine Milton Loewenthal Leo C. Loughrey Donald E. J. MacNamara Paul Murphy Lloyd Sealy Mildred Shannon John Spreen P. J. Stead John J. Sulger John Sullivan Arthur J. Wallace William Wetteroth
*Mohawk Valley Community College	Utica 13501	(315) 735-7511	A. A. S.	Police Science	
*Monroe Community College	Rochester 14623	(716) 442-9950	A. A. S.	Police Science	Lewis L. Wright † Robert Aulenbacher Gordon Eddy Kevin O'Brien Paul O'Grady Lewis L. Wright
*Nassau Community College	Garden City Long Island 11530	(516) 742-0600	A. A. S.	Police Science	Peter J. Grimes † Adrian Richner
*New York Institute of Technology	Old Westbury 11568	(516) 626-3400	B. S.	Criminal Justice Police Science *Corrections*	John A. Calicchia † Kevin O'Leary
*North Country Community College	Saranac Lake 12983	(518) 891-2915	A. A. S.	Law Enforcement	Raymond E. Mooney †
*Onondaga Community College	Syracuse 13210	(315) 477-7880	A. A. S. A. A.	Police Science	Lawrence M. Lynch †
*Orange County Community College	Middletown 10940	(914) 343-1121 x288	A. A. S.	Police Science	Irv Masonson † Anthony J. Muratore

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
NEW YORK	(continued)				
*Rockland Community College	Suffern 10901	(914) 356-4650	A. A. S.	Police Science	Thomas J. Goldrick †
*Russell Sage College	Troy 12180	(518) 465-5511	B. S.	Criminal Science	J. A. Holbritter †
*State University of New York	Albany 12203	(518) 457-6514	M. A. Ph.D.	Criminal Justice	Richard A. Myren † William P. Brown Duncan Chappell Fred Cohen Robert H. Hardt Michael J. Hindelang Robert A. Humphreys Edgar C. Nemoyer Donald J. Newman Vincent O'Leary Hans Toch Leslie T. Wilkins
*State University of New York	Buffalo 14220	(716) 862-4517	B. S.	Criminal Justice	Edward L. Morgan † John Ball
*State University of New York Agricultural and Technical College	Canton 13617	(315) 386-7129	A. A. S.	Police Science	William L. Fournier † James A. Cunningham
*State University of New York Agricultural and Technical College	Farmingdale Long Island 11735	(516) 694-7800	A. A. S.	Police Science	
*Suffolk County Community College	Seldon 11784	(516) 732-1600	A. A. S.	Police Science	Raymond V. Martin † Walter Bruthanz William Carney Dan Denver Don Edgerton Rod Minogue
*Ulster County Community College	Stone Ridge 12484	(914) 687-7621	A. A. S.	Police Science	Theodore E. Dietz †
*Westchester Community College	Valhalla 10595	(914) 946-1616	A. A. S.	Police Science	Charles S. Crowley †
NORTH CAROLINA					
*Beaufort County Technical Institute	Washington 27889	(914) 946-6194	A. A. S.	Police Science Technology	
*Central Piedmont Community College	Charlotte 28204	(704) 372-2590	A. A. S.	Police Science Criminology	Leon B. McKim † Bob G. Coggins

NORTH CAROLINA (continued)

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
*Davidson County Community College	Lexington 27292	(704) 249-8186 x33	A. A. S.	Police Science and Criminology	James B. Merritt † Philip M. Seuberling
*Durham Technical Institute	Durham 27703	(919) 596-8293	A. A. S.	Police Science Technology	Joseph Donald Wade †
*East Carolina University	Greenville 27834	(919) 758-3426	B. S.	*Corrections*	
*Gaston College	Dallas 28034	(704) 922-3136 x65	A. A.	Police Science	T. Cary McSwain † David A. Layton
*Guilford College	Greensboro 27410	(919) 292-5511	A. A. B. S.	Law Enforcement	Edwin R. Boelte †
*North Carolina, University of	Charlotte 28205	(704) 596-5970	B. S.	Law Enforcement	
*Pitt Technical Institute	Greenville 27834	(919) 756-3130	A. A. S.	Police Science	Lloyd F. Huggins † Raymond Hanger
*Western Piedmont Community College	Morganton 28655	(704) 437-8688 x26	A. A. S.	Police Science	
*Wilson County Technical Institute	Wilson 27893	(919) 237-1195	A. A. S.	Police Science	John M. Harrison, Jr. †
*W. W. Holding Technical Institute	Raleigh 27603	(919) 772-0551	A. A. S.	Police Science Technology	Willis M. Parker †

NORTH DAKOTA

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
*Minot State College	Minot 58701	(701) 838-6101	A. A.	Law Enforcement	Robert J. Connor †
*North Dakota State University	Fargo 58102	(701) 237-8338	B. S. B. A.	General Studies Law Enforcement option	Winston E. Wallace †
*North Dakota, University of	Grand Forks 58201	(701) 777-3831	B. S.	Police Administration	Henry J. Tomasek †

OHIO

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
*Akron, University of Community and Technical College	Akron 44340	(216) 762-2441	A. S.	Law Enforcement Technology	Joseph Lentini † Joseph C. Mullin
			B. S. M. S.	Technical Education major in Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
OHIO	(continued)				
*Cincinnati, University of	Cincinnati 45221	(513) 475-3998	A. S.	Police Science	Ronald E. Siry †
*Clark County Technical Institute	Springfield 45505	(513) 325-4820	A. S.	Law Enforcement Technology	Walter Farley †
*Columbus Technical Institute	Columbus 43215	(614) 221-6243	A. A. B.	Law Enforcement Technology	Wynn Weiss †
*Cuyahoga Community College	Cleveland 44115	(216) 241-5966	A. S.	Law Enforcement	James K. Dodge † Alan J. Butler Theron F. Eddy Arthur M. Taliafero
*Dayton, University of	Dayton 45409	(513) 229-2549	B. S. S. B. S.	Law Enforcement Criminal Justice	James A. Adamitis †
*Kent State University	Kent 44242	(216) 672-2775	A. S. B. A. B. A.	Criminal Justice Studies Law Enforcement and Corrections	B. Earle Roberts † John O. Ballard George Fuller Peter Kratcoski George Pownall Jefferson Ware
*Lakeland Community College	Mentor 44060	(216) 946-7000	A. A. S.	Law Enforcement Technology	Allen R. Shoaff †
*Lorain County Community College	Elyria 44035	(216) 365-4191 x316	A. A. S.	Police Science	George Rosbrook † Martin Patton
*Muskegon Area Technical Institute	Zanesville 43701	(614) 454-0101	A. A. S.	Law Enforcement Technology	Robert S. Prout †
*North Central Ohio Technical College	Mansfield 44900	(419) 747-4999	A. A. S.	Law Enforcement Technology	Douglas Hazen † George Jefferys
*Penta Technical Institute	Perrysburg 43551	(419) 666-0860	A. A. S.	Law Enforcement Technology	Stanley K. Scott †
*Sinclair Community College	Dayton 45402	(513) 223-7151 x24	A. A.	Law Enforcement	Joseph T. Polanski †
*Tiffin University	Tiffin 44883	(419) 447-6442	Associate	Law Enforcement	James V. Wright † Don Counselman Larry Felter Lynn Huffman Mrs. G. Shepherd

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
OHIO	(continued)				
*Toledo, University of	Toledo 43006	(419) 531-5711	Associate	Public Service Technology	James A. Telb † William Reuter
*Tri-County Technical Institute	Nelsonville 45764	(614) 753-3514	A. S.	Police Science Technology	John Yates †
*Youngstown State University	Youngstown 44503	(216) 747-1492 x405	A. A. S. A. A. B. S.	Police Science Technology Law Enforcement and *Corrections*	Jack D. Foster † John Boland James W. De Garmo, Jr. Istvan Domonkos Roger T. Overberg T. Roy Sumpter
OKLAHOMA					
*Connors State College	Warner 74469	(918) 463-2931	A. A.	Law Enforcement	Harry E. Wakefield † George R. Kennedy
*Northeastern Oklahoma A & M College	Miami 74354	(918) 542-8441	A. A.	Criminal Justice	Richard E. Cook †
*Northern Oklahoma College	Tonkawa 74653	(405) 628-2581	Associate	Law Enforcement	Gayle Capstick †
*Oklahoma City University	Oklahoma City 73106	(405) 525-5411	B. A.	Professional Law Enforcement	John W. White, Jr. †
*Oklahoma, University of	Norman 73069	(405) 325-5517	B. A.	Political Science major in Law Enforcement	Samuel G. Chapman †
*St. Gregory's College	Shawnee 74801	(405) 273-9870	A. S.	Police Science	R. Strenger †
*Seminole College	Seminole 74868	(405) 382-3430	A. S.	Police Science	Bob Blackburn † Larry French George Lemons
*Tulsa, University of	Tulsa 74104	(918) 939-6351	B. S.	Police Science	
OREGON					
*Blue Mountain Community College	Pendleton 97801	(503) 276-1260 x61	A. S.	Police Science	Donald H. Pedigo † Lyle L. Earlley Richard J. Courson
*Chemeketa Community College	Salem 97303	(503) 363-7641	A. S.	Law Enforcement	Vern F. Davis † John E. Dunn J. Donald Reed
*Clatsop County Community College	Astoria 97103	(503) 325-0910	A. S.	Police Science	James D. Mullins †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
OREGON	(continued)				
*Clackamas Community College	Oregon City 97045	(503) 656-2631	A. S.	Law Enforcement	Earl Zinck † Richard Helgeson
*Lane Community College	Eugene 97405	(503) 747-4501	Associate	Law Enforcement	
*Portland Community College	Portland 97201	(503) 244-6111 x275	A. A. S.	Law Enforcement	B. F. Emery † Harold Thogerson Harvey I. Trout
*Portland State University	Portland 97207	(503) 229-4014	B. S.	Sociology Psychology Political Science Law Enforcement Sequence	Lee P. Brown †
*Southern Oregon College	Ashland 97520	(503) 482-6305	B. S. B. A.	Law Enforcement	Charles A. Tracy † Roger C. McLain
*Southwestern Oregon Community College	Coos Bay 97420	(503) 888-3234 x276	A. S.	Law Enforcement	James R. Piercey †
*Treasure Valley Community College	Ontario 97914	(503) 889-6493 x43	A. S.	Law Enforcement	
*Umpqua Community College	Roseburg 97470	(503) 672-5571	Associate	Police Science	Robert M. Moldenhauer † Donald E. Campbell
PENNSYLVANIA					
*Allegheny County Community College	Monroesville 15146	(412) 372-9606	A. S. A. A.	Police Science Administration	Carl A. DiSibio † Patrick J. Moore Clarence Rowell, Jr.
*Beaver County Community College	Freedom 15042	(412) 775-2232	A. S.	Law Enforcement	
*Bucks County Community College	Newtown 15042	(215) 968-4261 x281	A. A.	Criminal Justice and Corrections	Louis J. Ansalone † James T. Richard Richard G. Warga
*California State College	California 15419	(412) 938-2281 x234	B. S. B. A.	Law Enforcement	
*Delaware County Community College	Media 19063	(215) 459-4800	A. A. S.	Law Enforcement	Ralph W. Allen † Vincent Mancini
*Harrisburg Area Community College	Harrisburg 17110	(717) 236-9533	A. A.	Police and Public Administration	
*Indiana University of Pennsylvania	Indiana 15701	(412) 463-9111	B. A.	Criminology Law Enforcement	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
PENNSYLVANIA	(continued)				
*La Salle College	Philadelphia 19141	(215) 848-8300		Sociology *Corrections* major	
*Lehigh County Community College	Allentown 18101	(215) 799-2121	A. A.	Law Enforcement and *Corrections*	Thomas R. Carroll †
*Kings College	Wilkes-Barre 18702	(717) 824-9931	A. A. B. A.	Public Security and Administration	Joseph Kurpis † William Falls Walter J. Halpine Robert A. Lodges Edward J. Moran Thomas J. O'Donnelly
*Montgomery County Community College	Conshohocken 19428	(215) 825-1775	A. A. S.	Police Science Administration	Charles V. Berve †
*Pennsylvania State University	University Park 16802	(814) 865-1452	B. S.	Law Enforcement and *Corrections*	Walter Freeman † Jay Campbell Henry Guttenplon Charles Newman William Parsonage
*Philadelphia, Community College of	Philadelphia 19107	(215) 569-3680	A. A. S.	Law Enforcement	Harry Serotkin † Edward Posner
*St. Joseph College	Philadelphia 19131	(215) 878-6000 x222	A. L. A. B. S. B. A.	Law Enforcement	Paul R. Betz † William C. Toomey
*Temple University	Philadelphia 19122	(215) 787-7918	A. S. B. S. B. B. A.	Administration of Justice	
*Pennsylvania, University of	Philadelphia 19104	(215) 594-5000	M. A.	Criminology major	
*Villanova University	Villanova 19085	(215) 527-2100	B. A.	Criminal Justice	James J. McKenna, Jr. † Donald Gianella John E. Hughes Thomas Monahan
*York College of Pennsylvania	York 17405	(717) 843-8891	Associate B. A.	Police Administration and Law Enforcement	
RHODE ISLAND					
*Bryant College	Providence 02818	(401) 421-4774	A. S. B. S.	Law Enforcement	Edward Aptt † Ralph C. Dean
*Roger Williams College	Providence 02903	(401) 274-2200	A. S. B. S.	Administration of Justice	Jacob Hagopian †
*Salve Regina College	Newport 02840	(401) 331-6650 x62	A. S. B. S.	Law Enforcement	C. Edward O'Loughlin †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
SOUTH CAROLINA					
*Palmer College	Charleston 29401	(803) 722-0531 x34	A. A.	Criminal Justice and Police Administration	Walter M. Forys †
*South Carolina, University of	Columbia 29208	(803) 777-5256	A. S.	*Correctional Administration*	Robert E. Fancher †
*Spartanburg Junior College	Spartanburg 29301	(803) 576-3911 x41	A. A.	Police Science and Administration	John W. Henry †
SOUTH DAKOTA					
*Augustana College	Sioux Falls 57102	(605) 336-5318	B. A.	Criminal Justice courses at Sioux Falls College	
*Sioux Falls College	Sioux Falls 57102	(605) 336-5318	B. S.	Law Enforcement and *Corrections*	Robert A. McBride † Richard Barnes LeRoy Day Jerry Larson F. O. M. Westby
*South Dakota, University of	Vermillion 57069	(605) 677-5430	A. A. B. S. B. A. M. A.	Law Enforcement *Corrections*	Thomas E. Allen, Jr. † Edward Bubak Al Buswell
TENNESSEE					
*Aquinas Junior College	Nashville 37205	(615) 297-7545	A. S.	Police Science	
*Cleveland State Community College	Cleveland 37311	(615) 472-7141	A. S.	Law Enforcement	L. Donald Hill †
*East Tennessee State University	Johnson City 37601	(615) 926-1112	A. S. B. S.	Law Enforcement Services	Richard Bennett †
*Memphis State University	Memphis 38111	(901) 321-1611	A. A. B. A.	Law Enforcement	Fred Klyman † A. S. Crowns, Jr.
*Middle Tennessee State University	Murfreesboro 37130	(615) 896-0680	A. A.	Law Enforcement Education	J. Frank Lee †
TEXAS					
*Alvin Junior College	Alvin 77511	(713) 658-5311	A. S.	Police Science	Rodney Allbright †
*Amarillo College	Amarillo 79105	(806) 376-5641	A. A. S.	Police Science	Charles Lutz, Jr. †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
TEXAS	(continued)				
*Brazosport Junior College	Freeport 77541	(713) 233-6711	A. A.	*Correctional Treatment*	
*Central Texas College	Killeen 76541	(817) 526-1233	A. A. S.	Law Enforcement Technology	Henry E. Blake † Leonard M. Hancock
*Cooke County Junior College	Gainesville 76240	(817) 665-3476	A. A. S.	Law Enforcement Technology	W. S. Delaney, Jr. †
*Del Mar College	Corpus Christi 78404	(512) 882-6141 x67	A. A. S.	Police Science	Richard G. Graessle † Ross D. Wolcott
*El Centro College	Dallas 75202	(214) 746-2359	A. A. S.	Police Science	
*Galveston College	Galveston 77550	(713) 763-1275	A. A. S.	Police Science	Byron Bond † Peter Christian Larry Fultz
*Grayson County Junior College	Denison 75020	(214) 465-6030 x40	A. A. S.	Law Enforcement	B. J. Dean † L. E. Driscoll E. E. Eubanks
*Hardin-Simmons University	Abilene 79601	(915) 677-7281	B. S.	Law Enforcement	Jess L. Cariker † Noel D. Callaway
*Henderson County Junior College	Athens 75751	(214) 675-6214	A. A. S.	Police Science	J. B. Simmons †
*Howard County Junior College	Big Spring 79720	(915) 267-7311 x19	A. S. A. A.	Law Enforcement Technology	Arthur Capps †
*Kilgore College	Kilgore 75662	(214) 984-8531	A. A. A.	Police Science	Joe M. Hendrix † Bill Echart Bill Oldham
*Lamar State College of Technology	Beaumont 77705	(713) 838-6671	B. S.	Government Criminal Justice emphasis	Irving Dawson † Everett W. Abbott, Jr.
*Lee College	Baytown 77520	(713) 427-5611	A. A. A. A.	Law Enforcement *Corrections*	Ronald Armstrong † Billy C. Grimsley
*McLennan Community College	Waco 76703	(817) 756-6551	A. A. S.	Law Enforcement	William H. Buckler †
*Odessa College	Odessa 79760	(915) 337-5381 x235	Associate	Police Science	

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
TEXAS	(continued)				
*Sam Houston State University	Huntsville 77340	(713) 295-6211	B. S. B. A. M. A.	Law Enforcement Police Science Criminology *Corrections*	George G. Killinger † James J. Allman James Barrum Walter Bennett Bill Bramlett Bill Browning Harold Caldwell Charles Friel Dorothy Hayes Edwin Heath Glen Kercher Hazel Kerper Bill Megathlin Robert Van Burkleo Robert Walker John C. Watkins James Weber Don Wisenhorn
*San Antonio College	San Antonio 78212	(512) 734-5381	A. A. S.	Law Enforcement	Frank E. Collier † John F. Marchi H. K. Sloane
*San Jacinto College	Pasadena 77505	(713) 479-1501	A. A.	Police Administration	Allen Boehm†
*South Texas Junior College	Houston 77002	(713) 225-2151	A. A.	Police Science	Harland B. Doak †
*Southwest Texas State University	San Marcos 78666	(512) 245-2103	B. S.	Law Enforcement	O. L. Dorsey † Irving Horn Bill Maddox Charles Mahaney
*Tarrant County Junior College	Hurst 76053	(817) 281-7860	A. A. S.	Law Enforcement	Joe D. Galloway †
*Texarkana College	Texarkana 75501	(214) 838-4541	A. A. S.	Police Administration and Police Technology	James L. Pyne †
*Texas Technical University	Lubbock 79409	(806) 742-4180	B. A. M. A.	Sociology sequence in Law Enforcement	Walter J. Cartwright † Mhra S. Minnis
*Tyler Junior College	Tyler 75701	(214) 593-4401	Associate	Law Enforcement	
*Victoria Junior College	Victoria 77901	(512) 573-3295	Associate	Law Enforcement	
UTAH					
*Brigham Young University	Provo 84601	(801) 374-1211 x4337	Associate B. S.	Law Enforcement	Charles T. Fletcher †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
UTAH	(continued)				
*Utah, University of	Salt Lake City 84112	(801) 322-6153	B. S.	Sociology emphasis in Law Enforcement Criminology *Corrections*	Kenneth K. Keiser † Gerald W. Smith
*Weber State College	Ogden 84403	(801) 399-5941	A. S. B. S.	Police Science	James Keith Henderson † James Gaskitt Lynn Lund
VERMONT	(NO PROGRAMS)				
VIRGINIA					
*Blue Ridge Community College	Weyers Cave 24486	(703) 234-2461	A. A. S.	Police Science	Ronald W. Macher †
*Central Virginia Community College	Lynchburg 24504	(703) 239-8530	A. A. S.	Police Science	
*Danville Community College	Danville 24541	(703) 797-3535	A. A. S.	Police Science	Melvin J. Yancey †
*John Tyler Community College	Chester 23831	(703) 748-2221	A. A. S.	Police Science	
*Northern Virginia Community College	Annandale 22003	(703) 280-4000	A. A. S.	Police Science	Lander C. Hamilton † Donald Bimstein William Boardman Curtis Thompson
*Old Dominion College	Norfolk 23508	(703) 627-2931	A. A.	Law Enforcement	R. G. Spector †
*Southwest Virginia Community College	Richlands 24641	(703) 964-4028	A. A. S.	Police Science	Hayward H. Ward †
*Thomas Nelson Community College	Hampton 23366	(703) 722-2569	A. A. S.	Police Science	John P. Hill † B. L. Brown
*Tidewater Community College (Frederick Campus)	Portsmouth 23703	(703) 484-2121	A. A. S.	Police Science	
*Virginia Commonwealth University	Richmond 23220	(703) 770-6763	A. A. B. S.	Public Safety and Justice Law Enforcement and *Corrections*	C. R. Hormachea † W. A. Bechtel J. L. Hague M. Morchower S. V. Westerberg
*Virginia Western Community College	Roanoke 24015	(703) 344-2031	A. A. S.	Police Science	Eugene G. Desautell †
*Wytheville Community College	Wytheville 24382	(703) 228-2121	A. A. S.	Police Science	Donald D. Craft †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
WASHINGTON					
*Bellevue Community College	Bellevue 98004	(206) 747-1102	A. T.	Police Science	Robert C. Miller †
*Centralia College	Centralia 98531	(206) 736-9391	A. T. A. A. A.	*Corrections*	Charles Bukowsky †
*Clark College	Vancouver 98663	(206) 694-6521 x305	A. A. S.	Police Science	Robert R. Hunter † Lyle Hurt
*Everett Community College	Everett 98201	(206) 259-7151	A. A.	Law Enforcement and *Corrections*	Philip G. Averill †
*Fort Steilacoom Community College	Tacoma 98499	(206) 588-3623	A. A.	Law Enforcement	Carl B. Hutchinson †
*Green River Community College	Auburn 98002	(206) 833-9111	A. A. S.	Law Enforcement	Gerald M. Brand † Cecil A. Drury
*Highline Community College	Midway 98031	(206) 878-3710	A. A. S.	Law Enforcement	James C. Scott † Edward McNulty Forrest Niccum
*Lower Columbia College	Longview 98632	(206) 425-6500	A. S. A. A.	Law Enforcement and *Corrections*	Warren Coffey † James Burrows
*Olympic College	Bremerton 98310	(206) 377-3891	A. T. A.	Law Enforcement and *Corrections*	
*Pacific Lutheran University	Tacoma 98447	(206) 531-6900 x378	B. A. M. A.	Social Science concentration in Criminal Justice	J. A. Schiller † William Gilbertson Vernon Hanson Richard Jobst Neale Nelson Erving Severtson Vernon Stintzi
*Puget Sound, University of	Tacoma 98416	(206) 759-3521 x736	B. A.	Sociology major in *Corrections*	Frank Peterson †
*Seattle Community College	Seattle 90122	(206) 587-3825	A. A. S.	Law Enforcement	
*Shoreline Community College	N. Seattle 98133	(206) 546-4101	A. A. S.	Law Enforcement	William H. Thomas † Jesse R. Pistole
*Spokane Community College	Spokane 99202	(509) 456-4440	A. A. S.	Law Enforcement Technology	Wayne C. Leffler † H. C. Hunter Ernest E. Marlow James G. Pollard

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
WASHINGTON	(continued)				
*Tacoma Community College	Tacoma 98465	(206) 752-6641	A. T. A. A. A.	Law Enforcement	Robert C. Thornburg †
*Walla Walla Community College	Walla Walla 99362	(509) 529-0670	A. A.	*Corrections*	
*Washington State University	Pullman 99163	(509) 335-3539	B. S. M. A.	Police Science and Administration	Albert L. Pasquan † Donald F. McCall Felix M. Fabian Donald L. Dahlstrom
*Yakima Valley College	Yakima 98902	(509) 453-0356	A. A.	Police Science	Alyn L. Edmonston † Arthur D. Bunger John D. Jenkins
WEST VIRGINIA					
*West Virginia State College	West Liberty 26074	(304) 336-5311	A. S.	Police Science	Carl E. Basham † Lester Hess, Jr.
*West Virginia State College	Institute 25112	(304) 768-3981	A. S. B. S.	Law Enforcement	Charles M. Walker † Sally Perrow C. L. Swain
WISCONSIN					
*Fox Valley Technical Institute	Oshkosh 54901	(414) 739-8233	Associate	Police Science	John D. O'Connell † William Blumer
*Kenosha Technical Institute	Kenosha 53140	(414) 658-4371	A. A. S.	Police Science	William J. Higgins, Jr. † John Barr Gilmore White
*Madison Area Technical College	Madison 53703	(608) 257-6711	A. A. S.	Police Science	Dean H. Wessells † Eldon Mueller John Probert
*Marquette University	Milwaukee 53233	(414) 224-7461	A. A.	Law Enforcement	William T. Tracy †
*Milwaukee Area Technical College	Milwaukee 53203	(414) 271-4341	A. A.	Police Science	James F. Jansen † Thomas Gardner James Hall George Huebsch Richard Thompson
*Wisconsin State University	Platteville 53818	(608) 342-1622	B. S.	Police Science Administration	Richard S. Post † James B. Halferty John C. Kelley, III Joe B. Lomax
*Wisconsin, University of	Milwaukee 53201	(414) 228-4854	B. S.	Social Welfare major in Criminal Justice	William H. Hewitt †

STATE AND NAME OF INSTITUTION	ADDRESS	TELEPHONE	DEGREE	PROGRAM	FACULTY
WYOMING					
*Casper College	Casper 82601	(307) 235-1581	A. S.	Law Enforcement	Arthur L. Trenan † James E. Sinon
*Fremont County Community College	Riverton 82501	(307) 856-9291	A. A. S. A. S.	Law Enforcement	Tom Moore †
*Western Wyoming College	Rock Springs 82901	(307) 382-2121	Associate	Police Science	Lee D. Hughs † Perry Orwick Mike Stanoefer Joseph Wilmetti
GUAM					
*Guam, University of	Agana 96910	(000) 729-2770	A. A.	Police Science	J. Thomas Alstrom † Arthur V. Smith, Jr.
PUERTO RICO					
*Inter American University of Puerto Rico	Ponce 00731	(809) 843-3825	A. A. S.	Law Enforcement	Emmanuel Salome †
*Sacred Heart, College of the	San Turce 00914	(809) 724-7800	A. S.	Police Science	Jesus M. Figueroa † Tomas Manzano Carlos Rodriquez
VIRGIN ISLANDS					
*Virgin Islands, College of the	St. Thomas 00802	(809) 774-1252 x259	A. A.	Police Science and Administration	Harold D. Monoson †

ADDENDA

State and Name of Institution	Address	Telephone	Degree	Program	Faculty
CALIFORNIA					
*Butte College	Durham 95938	(916) 345-2482	A.A.	Law Enf.	
*Contra Costa College					David Plant + Walter Jarratt
*Cuesta College					James J. Greathouse +
*Desert, College of the					Douglas P. Moore + Carl Anderson
*DeAnza					B. Earl Lewis + Victor E. Musser Bryce Young
*East Los Angeles College					P. Richard Milanesa +
*Lassen College				Criminal Justice	John T. Spencer + Larry A. Long
*La Verne College			A.B.	Criminal Justice Corrections	Glen Crago +
*San Jose State College				Admin. of Justice Law Enf. Penology	
CONNECTICUT					
*Hartford, Univ. of			B.S. M.P.A.		Edward M. Wall +

KENTUCKY					
*Thomas More College (NOT MOORE)					
MICHIGAN					
*Jackson Community College (ADD)				Corrections	
NEW JERSEY					
*Middlesex County College (ADD)	Edison 08817	(201) 548-6000	A.A.S.	Correction Admin.	Jerome Shindelman +
PENNSYLVANIA					
*Temple Univ. (ADD)			M.A.		
*LaSalle College (ADD)			B.A.		
WEST VIRGINIA					
*West Liberty State College	(NOT WEST VIRGINIA STATE COLLEGE)				

Appendix F

COURSE TITLES IDENTIFIED IN REVIEW OF LAW ENFORCEMENT PROGRAM CATALOGUES

Criminology

An Approach to Systems Theory in Relation to Problems of Criminology
Assessment in Criminology
Causes of Crime
Core Seminar in Criminology
Criminal Behavior
Criminology for Peace Officers
Deviant Behavior
History of Crime and Its Treatment
Introduction to Criminology
Prediction Methods in Criminology
The Criminal Self and Criminal Careers
The Etiology of Crime: Sociological, Psychological, Psychiatric
The Nature of Criminology as a Science
Theories of Criminal Causation
The Theory of Deviant Sexual Behavior
Seminar in Advanced Psychologic Theory of Criminality
Seminar in Criminology
Seminar in the History of the Discipline of Criminology
Social Deviance and Criminal Law
Social Disorganization
Social and Historical Origins of Major Theories of Criminal Behavior

Juvenile Delinquency

Administration of Police Juvenile Programs
Conditioning Factors in Juvenile Delinquency
Crime and Delinquency
Crime and Delinquency Prevention
Criminal and Delinquent Behavior
Delinquency Control Institute
Juvenile Court Philosophy and Procedure
Juvenile Crime and Control Mechanisms
Juvenile Delinquency
Juvenile Delinquency Control
Juvenile Procedures
Law Enforcement's Role in Crime and Delinquency
Organization and Administration of the Juvenile Court

Psychology

- Adolescent Psychology
- Analysis of Criminal Pattern
- Application of Psychological Principles
- Applied Police Psychology
- Principles of Counselling and Psychotherapy
- Psychology of the Criminal
- Psychology in Law Enforcement
- Psychology for Law Enforcement Officers
- Understanding Human Behavior

Sociology and Human Relations

- Civil Liberties and the Police
- Civil Rights
- Civil Rights and Human Relations
- Ethnic Tension and Conflict in Relation to Law Enforcement
- Groups, Crowds and Gangs
- Human Relations
- Interpersonal Relations
- Law Enforcement Policies and Social Structure
- Non-Conformist Culture
- Police Community Relations
- Police Corrections Relations
- Police, Public Relations and Civil Disobedience
- Public Relations and the Police
- Race Relations
- Social Action, Policy and Research
- Urban Sociology

Corrections

- Administration of Correctional Institutions
- Correction Administration
- Correctional Counselling Processes
- Correctional Custody
- Correctional Institutions and Methods
- Correctional and Penal System
- Corrections and the Community
- Crime Prevention and Correction
- Evaluation of Penal Measures
- Group Methods in Corrections
- Group Psychology in Correctional Institutions

Corrections (cont'd.)

History and Background in Criminology and Corrections
Individual Treatment in Corrections
Institutional Treatment of the Offender
International Criminology and Corrections
Introduction to Correctional and Penal Systems
Introduction to Correctional Science
Jail Administration
Jail Administration and Custodial Care
Jail Detention
Jails and Detention
Latent Functions in Law Enforcement and Corrections
Law and Discretion in Criminal Sentencing
Non-institutional Treatment of the Offender
Penology
Philosophy of Punishment
Prediction Methods in Parole and Probation
Principles and Practices of Correctional Social Psychology
Probation, Pardons and Parole
Probation and Parole
Probation, Parole and Pardon
Probation and Police Supervision
Problems in Probation and Parole
Research Literature on Crime and Corrections
Seminar in Correctional Administration
Social Case Work in Correction
Social Policy and Penal Practice
Survey of the Correctional Field
The Adult Offender
The Prison Community
Treatment of Offenders

Criminal Justice Survey Courses

Administration of Criminal Justice
Administration of Justice
Comparative Criminology and the Administration of Justice
Comparative Study of Criminal Justice Systems
Crime and Justice
Crime and Political Process
Development of Police Systems in Society
Foundations in Criminal Justice
Introduction to Law Enforcement and Public Safety
Introduction to Public Service

Criminal Justice Survey Courses (cont'd.)

Law Enforcement in a Modern Society
Public Order in a Free Society
Safety and Man
Seminar in Public Affairs

Administration and Organization

Comparative Police Administration
Fire Services Administration
Industrial Security Administration
Intermediate Administration
LEA Organization and Administration
Leaders and Landmarks of Police Administration
Municipal Police Administration
Organization Management and Administration
Personnel Management in the Administration of Justice
Police Administration I
Police Administration II
Police Administration III
Police Auxiliary Services
Police and Law Enforcement Administration
Police Organization
Police Organization and Administration
Police Personnel Management
Police Study in Foreign Administration
Readings in Police Administration

Traffic

Accident Investigation
Accident Investigation Skid Marks
Highway and Traffic Control
Introduction to Police Patrol Procedures
Patrol Observation
Police Accident Investigation
State Vehicle Code
Techniques of Police Traffic Function
Traffic Administration A and B
Traffic Control
Traffic Planning and Management
Traffic Regulation, Control and Investigation

Law and Evidence

Advanced Comparative Evidence and Evaluation
Advanced Criminal Law
Advanced Evidence
Advanced Legal Problems
Arrest, Search and Seizure
Civil Rights and Civil Liberties in Law Enforcement
Comparative Evidence and Education
Constitutional Law
Constitutional and Procedural Problems in Law Enforcement
Criminal Evidence
Criminal Law I
Criminal Law II
Criminal Law in Action
Criminal Procedure
Criminal Process
Criminal and Related Laws
Evidence
Evidence I
Evidence II
Interpretation of Federal, State and Local Laws
Judicial Proof of the Criminal Trial
Jurisprudence
Law of Arrest, Search and Seizure
Law of Evidence and Court Procedure
Law in Social Control and Criminal Responsibility
Laws of Guidance
Legal Aspects of Law Enforcement
Liquor Code
Penal Codes
Police Civil Law
Seminar on Current Legal Problems in Law Enforcement
Sociology of Law
State and Constitutional Law
State Criminal Code
The Law and the Correctional Process

Individual Study and Research

Directed Group Study
Directed Individual Study
Independent Study
Individual Study for Doctoral Candidates
Individual Study for Master's Candidates
Instruments of Discovery in Criminal Research
Problems of Action Research in Criminology

Individual Study and Research (cont'd.)

Research in Criminology
Research Methods for Students Preparing Thesis
Research in Police Problems
Research and Special Study
Research and Special Study for Advanced Undergraduates
Seminar in Quantitative Methods in Criminology
Senior Honors Thesis
Some Basic Criminological Research Operations
Thesis

Miscellaneous Related Areas

Industrial and Commercial Security
Industrial and Related Security

Criminalistics

Advanced Criminalistics
Basic Criminalistics
Crime Laboratory Techniques
Chemical Tests for Intoxication
Criminal Investigation Laboratory
Criminalistics I
Criminalistics II
Intermediate Criminalistics
Introduction to Scientific Crime Detection
Microanalytic Concepts
Physical Evidence Technology
Police Biology
Police Chemistry
Police Mathematics
Principles of Statistics in Law Enforcement
Problems of Physical Evidence
Questioned Document Analysis
Scientific Investigation
Scientific Investigation of Questioned Documents
Scientific Methodology
Scientific Methodology: Laboratory
Selected Problems in Scientific Evidence
Seminar in Scientific Evidence
The Role of Scientific Evidence in the Administration of Justice
Vision Science Applied to Law Enforcement

Forensics

Advanced Forensic Instrumentation
Advanced Forensic Toxicology
Forensic Applications of Scientific Instruments
Forensic Aspects of Separation and Purification
Forensic Laboratory I
Forensic Laboratory II
Forensic Medicine in Criminology
Forensic Toxicology
Introduction to Forensic Sciences
Physiological Concepts

Investigations

Criminal Investigation
Criminal Investigation I
Criminal Investigation II
Criminal Investigation and Case Preparation
Criminal Investigation and Report Preparation
Interview in Law Enforcement
Introduction to Criminal Investigation
Problems and Procedures in Criminal Interrogation
Technology of Criminal Investigation I
Technology of Criminal Investigation II

Vice

Investigation of Sex Crimes
Narcotic and Hypnotic Drug Investigation
Narcotic Identification and Investigation
Narcotics and Vice Control
Public Control of Abnormal Behavior
Rackets and Organized Crime
Sexual Deviance and the Self
Sexual Offenders and Character Disorders
The Alcoholic and the Narcotic Addict
Vice Control

Training Type Courses

General

- Advanced Refresher Reserve Course
- Advanced Supervision
- Advanced Training in Police Methods
- Basic Reserve Police Training I
- Basic Reserve Police Training II
- Basic Reserve Police Training III
- Cadet Training
- Civil Duties and Procedures
- Effective Written Communication for Police Supervisors
- Field Practices
- Field Procedures
- General Procedures and Practices
- Institutes
- Instructor Training
- Night Field Procedures
- Patrol Procedures
- Peace Officers Basic Training
- Peace Officers Supervision I
- Peace Officers Supervision II
- Police Basic Recruit Training
- Police Practices
- Police Procedures I
- Police Procedures II
- Police Recruit Academy
- Police Trainee Program
- Post Supervision
- Reading and Conference
- Riot and Crowd Control
- Supervision and Leadership
- Supervisor Training
- TFC Planning Regulation and Control
- The Supervisory Course
- Training Techniques for Police Supervisors

Internships, Field Training, Work Study

- Casework in Corrections
- Cooperative Trades Training
- Counselling and Psychotherapy: Field Work
- Field Studies in Criminology
- Internship in Criminology and Corrections
- Law Enforcement Internship

Internships, Field Training, Work Study (cont'd.)

Police Internship Program
Practicum I "Field"
Practicum II "Field"
Training in Public Service
Supervised Work Experience
Work Experience

Investigation

Advanced Technology of Investigation II
Crime Scene Investigation
Crime Scene Technology
Detection of Deception
Drug Investigation
Fingerprint Classification and Identification
Fingerprint Science
Fire Investigation
Fraud Investigation
Homicide Investigation
Interrogation
Interrogation and Lie Detection
Introduction to Fingerprinting
Investigation I
Investigators' Training
Methodology in Interviewing and Questioning
Police Photography
Polygraph Procedures
Security Investigations and Procedures

Office

Communications Devices
Data Processing
Police Report Writing
Records and Reports
Report Writing
Typing

Weapons and Physical Training

Advanced Gunnery
Basic Pistol Marksmanship
Combative Fitness
Defensive Tactics

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Weapons and Physical Training (cont'd.)

Defensive Tactics (Judo)
Defensive Tactics (Archido)
Defensive Tactics and Firearms I
Defensive Tactics and Firearms II
Defensive Tactics and Firearms III
Defensive Tactics and Firearms IV
Elementary Gunnery
Firearms (Basic and Advanced)
Firearms Identification
Firearms Identification and Explosives
Firearms Instructors
Gunnery
Physical Education
Police Arsenal Weapons and Laboratory
Range
Self-Defense
Weight Training

First Aid

Disaster Law Enforcement
Emergency Care and Rescue
First Aid
First Aid Hygiene
First Aid and Safety
Health, Education and First Aid
Mechanics of Legal and First Aid
Water Safety and Training